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AMERICAN TEACHER

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JUNE, 1934

VOLUME XVIII. No. 5

OFFICIAL ORGAN OF THE AMERICAN FEDERATION OF TEACHERS

18th ANNUAL
CONVENTION
 OF THE
 AMERICAN FEDERATION OF TEACHERS

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AMERICAN FEDERATION OF TEACHERS

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THE AMERICAN TEACHER

VOL. XVIII

JUNE, 1934

No. 5

Rejoicing!

The American Federation of Teachers is rejoicing as it has not had occasion to rejoice in a long time. Twenty-five local unions have been formed in the state of Arkansas. The state that was one of the first and one of the hardest hit in this onslaught on public education has turned to organized labor, to the American Federation of Teachers and the American Federation of Labor, and is giving them the opportunity for service which they stand ready, willing, and able to give.

Last year 756 schools in Arkansas were closed and more than a thousand this year. One-third of the white population and a much larger proportion of the negro are without schooling. This means that in Arkansas 156,143 white children and many more than that number of negro children are without the minimum essentials of education. Teachers' salaries have been reduced, white teachers 14%, colored teachers 21%. This means a reduction in the median salary from \$621 to \$523 for the white teachers; from \$370 to \$291 for the negro teachers. The high school situation is not quite so bad, the reduction there being for white teachers 11%, from \$1035 to \$915; for negro teachers from \$809 to \$733. These figures for Arkansas show that the poorest and weakest are the ones that suffer most, that "to him that hath shall be given and from him that hath not, even that which he hath shall be taken away."

But these teachers are no longer "the poorest and the weakest." They have behind them the combined strength of the workers of America. They have joined with that great movement for human betterment, the American Federation of Labor. The schools of Arkansas have needed friends. They have known where to look for them. Public education owes almost its whole being to the interest and support of Labor. The schools, therefore, look to Organized Labor for protection. It has already manifested its concern in this educational crisis and will respond valiantly to this crucial need, for nothing less is to be expected from that body of workers which was the first social group to give its whole-hearted support to public schools in their infancy 100 years ago.

The teachers of other states will do well to follow the example of Arkansas and organize themselves in strength together with their fellow workers to rebuild the schools of America on so firm a social foundation that this which has been done to public education can never be done again.

The American Federation of Labor has in convention and through repeated pronouncements of President

Green declared against reduction of teachers' salaries, against increase in size of classes, against elimination of valuable subjects, against shortening the school year, against dismissal of qualified teachers, against the extinction of teacher tenure, against lowering of standards, against this false economy of cutting school costs at a terrible price to the children of the nation. A 12 point program of education which certainly must find support from every teacher was adopted at the last convention. It declares that there must be increased revenue for the maintenance and development of public education; not less money but more money for the support of public schools, in spite of the depression—yes, because of the depression. It declares for the elimination of waste and corruption, not the lessening of educational opportunities for the children of the workers. It says, "Our complex social order calls for widening the scope and influence of our public schools and requires larger instead of restricted appropriations."

For the teachers the American Federation of Teachers and the American Federation of Labor are asking for

1. A living wage
2. Security of tenure
3. Decent working conditions
4. Right to establish teachers unions and to affiliate with labor
5. Opportunity for culture and professional study
6. Maintenance of standards
7. Provision for old age
8. Opportunity to participate in formulating educational policy.

It is imperative that the Federal Government take action to save our schools. It is necessary to restore prosperity that our more than 300,000 unemployed teachers be employed; it is necessary to social security that our children be cared for in schools, not jails and penal institutions. The teachers *will* not sink without a struggle. If now the teachers of America will organize themselves *nationally* together with their friends and fellow workers something can be done to save our schools.

There is hope now in Arkansas. There is more than hope; there is the buoyant assurance of a better condition which comes from militant activity.

The Union movement is born of hope in a better world and cannot be stopped. It is to this fellowship of optimism the teachers are invited.

The Blue Eagle Over the School

Henry Craig Seasholes

THE teaching profession is highly socialized and in that respect it differs from other professions where rugged rugged individualism still exists and runs rampant. Because teaching has arrived at the place our best minds feel other professions soon will be, it is possible for Boards of Education to assist materially in the program of the N. R. A.

Before showing how a Board of Education can merit a Blue Eagle, let us review the circumstances which necessitated this nation-wide campaign. We must keep the basic philosophy of the New Deal clear in our minds if we are to inconvenience ourselves and make the necessary adjustments without complaint.

Mirabile dictu, we were in want because of surpluses. The amount of currency in circulation reached an all-time peak last February, yet everyone was short of money, estates and other forms of accumulated wealth had vanished, many old reliable firms were bankrupt, and all our banks closed because of lack of cash. Farmers had produced 180 kernels of wheat where before only 60 grew, etc., etc., to the point that foodstuffs were a drug on the market and yet we heard about human beings eating out of garbage pails, and many a good American family knew nothing but soup week in and week out. Manufacturers had enough stock on hand to last them a year at the rate they were doing business, yet many a farmer still is driving a Model T. We had more means for exchanging goods than we knew what to do with. We had trucks, trains, and boats galore. How many have seen long lines of idle locomotives just outside of Chicago, or the groups of ships rusting in the Hudson River? Too much money and everybody broke, too much foodstuffs and people going hungry, too many manufactured products and people in want of them, too much transportation and yet goods were not being exchanged.

We got ourselves in this dilemma because we went to seed on individual efficiency and lost sight of social efficiency. We became good producers but relatively poor consumers. We were on a love-of-gold basis. If one person didn't own his own home, had no radio, no automobile, no leisure, no electric conveniences about his home, but had a large bank account, or a large amount invested in stocks, he was considered rich. If another owned his own home, a radio, an automobile, had all modern conveniences with which to enjoy life, and yet had no money, he was considered poor. For the firm or corporation this love-of-gold, this desire to show huge profits, was gratified by charging as much as possible for the product and paying the employees as little as possible. To obtain super-efficiency a company was expected to lay off half the force and produce more than they did before. This worked fine for the individual organization until everybody became super-efficient. We soon found ourselves in this situation. One man would be working 55 or 60 hours a week and his neighbor would be unemployed. Perhaps the unemployed man was just as willing and just as skilful a worker, but unlucky in his selection of an employer 15 or 20 years ago. In many cases the standard of living of the man

working 60 hours a week was not much higher than that of his neighbor who was living on charity. Neither was able to buy more than the bare necessities of life, and our super-efficient concerns had lost their market. The farmer passed, the manufacturer passed, the merchant passed, and the consumer, being fourth hand and scared to death, had to pass. "'Tis better to play and lose, if necessary, than not to play at all," so we called for a new deal. It is a little difficult to get some organizations to give up their quick tricks. They want to hold them for the next hand, but if they insist on that the game is all off.

Personally I was glad to see the New Deal because I think it will give the young people a chance in society as it is now organized. I like young people. I wouldn't be a teacher if I didn't. Offhand I can name several boys who were in my homeroom, who have since graduated from college and are prepared professionally to teach. Their education was obtained at greater sacrifice than we had to offer for our education. These young people who were in college during the depression did not graduate with the same conceited notions we had when we graduated. They ring true, and I am willing to fight to help them get an opportunity to make good.

Then, too, I fear the young people. I know that if we do not give them a place in society as it is now organized that they will make places for themselves, and their method might not be to our liking. Do you find any graybeards among the followers of Hitler and Mussolini? It stands to reason that if we allow an increasing number of young people each year to join the ranks of the unemployed, this dynamic force will break thru some way or other. I proudly claim the rank and title of captain of infantry in the American Army and I feel that I have a more personal and genuine interest in world peace than has any pacifist. If my friends, the pacifists, desire to do something really constructive toward world peace, they will back the N. R. A. with all their eloquence, and will see to it that positions are created for young people.

There are many young people who have selected teaching as a vocation, and there are many qualified unemployed teachers. Codes for industry are made for the nation, then the application is made to individual concerns. Let us reverse this and first discuss the application of a code to an individual school. In high school the usual load is equivalent to six classes daily per teacher. If each teacher accepted a reduction to five classes daily with an accompanying one-sixth reduction in base pay, additional positions would be created for young teachers. In John Adams High School where I teach there are more than one hundred teachers. If this plan were applied it would create positions for twenty additional teachers. Most of the young teachers not employed would be glad to work on a half-time basis rather than be idle. Half-time would extend the period of apprenticeship, but a longer professional apprenticeship is desirable. In this one building the application of the half-time plan for new teachers would permit thirty-four neophytes to get their start in the teaching pro-

fession. It would be difficult to administer. The new teachers could not be expected to do as good a job as the experienced teachers. There would be some educational waste and some educational inefficiency, but we must go through the fire to get to economic safety. At the worst only one-sixth of the classes will be affected and the young teachers will bring to the profession new ideas and an added enthusiasm that may offset the disadvantage of inexperience. It is assumed, of course, that in the selection of these new teachers only the best candidates will be accepted. It has long been the recommendation of the North Central Association that teachers teach only five classes. If that recommendation be based upon grounds of efficiency, the teachers now in the school will teach better if they teach fewer classes. This plan shows a saving to the taxpayer, because the class given up by each teacher higher on the salary scale would be taken by a beginner. In John Adams High School the operation of this plan would reduce the cost of instruction by about nine per cent. This reduction should be figured after salary cuts and automatic increases have been restored. It should be figured from the base scale. For some of the high schools in Cleveland having an older faculty, the saving will amount to more than nine per cent. For the elementary schools a reduction of one-sixth in the pupil-teacher ratio would be necessary. A maximum class size could be established, but a maximum average class size for each building would be much more practical.

For the city of Cleveland proper, the application of the N. R. A. principle would create positions for upward

of one thousand teachers. The reader can easily see the number of teaching positions which would be created in the nation by national application of a code. If the Cleveland Board of Education were to make out a model code for the United States it would include:

1. Restoration of the salary scale, less 1/6. This means that the individual teacher's pay cuts and the automatic increases of the younger teachers which have been withheld would be restored, and then one-sixth of this amount deducted. The cut in pay for the majority of teachers amounts to about 50% now. Some relief, especially for teachers low on the salary scale, should be effected immediately.

2. Of the 16 2/3% taken from the base pay of each teacher about 10% would represent a saving to the taxpayer and about 7% would be used to put nearly a thousand young teachers to work in the Cleveland district.

The voters of Cleveland can be counted upon to tax themselves to support this code because:

1. The Cleveland Board of Education reduced its debt from 33 million dollars to less than 21 million right through the depression.

2. Cleveland used to spend nearly 20 millions yearly on her schools, and now through rigid economy spends about 13 million. A slight loosening of the purse strings at this time is in line with the aims of the N. R. A.

3. The people of Cleveland have faith in America and faith in the Recovery Program of our President, Mr. Roosevelt.

The Trained Woman and Her Position

Myrtle Heard Higley

SUPPOSE you were that American school teacher who had studied twelve years in a public school, who had graduated from an accredited state normal school and from one of the nation's leading universities, and, in addition, had traveled and studied abroad. Suppose you were that teacher who had been rated publicly as one of the superior teachers in a large urban community. Then, suppose you had married and the board of education demanded immediately your resignation on the basis only of your marriage. Ability and success counted as naught; returns from investment in education taken from you just as surely as in the days of piracy; and the opportunity for service in your chosen profession wrested from you. An American picture—with these interesting questions attached: How do you think you would react to such an experience? Are we returning to the days of Constantine when women must choose either celibacy or a professional career? How will the NRA affect such a situation?

The effects of the business and industrial depression have concentrated upon women in all business and professional activities. The popular remedy for ending the depression has been to discharge all married women who work outside the home. Yet, the depression has not been remedied by such means in any way. If the depression had been remedied, it would not seem so unjust to lose the opportunity for service in one's chosen profession; neither would it be such a bitter experience to be deprived of financial returns on one's investment in higher education.

In the first place the majority of married women are

working because their wages are necessary. The loss of their jobs has meant the foreclosure of mortgages on their homes and the inability to finish their children's education. Furthermore, many of these women are taxpayers. Is it a square deal to deny American citizens, who are taxpayers, the opportunity and right to earn an income if they so desire?

Mrs. Helen Z. Rodgers, a lawyer practicing at Buffalo, New York, justified these views both economically and socially when she said:

"Any compulsory limitation of their earning powers amounts to arbitrary income reduction of a kind. The attack on married women workers is essentially an attack on all women in business and professions. If a woman must cease work on marriage without regard to circumstances, ability, or desire, then all women are thrown into the class of casual, temporary, makeshift workers with corresponding recognition and compensation. Under such conditions it is scarcely worth any woman's while to spend years preparing for a profession."

Not only is the attitude against married women workers unfair and unjust in its implications against all employed women; the presence of women in industry has not cut down the number of employed men and boys. Let me quote verbatim from the official bulletin of the United States Department of Labor.

"The wider distribution of women over the field of industry and commerce and their advancement into better occupations have not, on the whole, reduced the number nor impaired the quality of the employment opportunities of men. The numbers of both man and boy wage earners have increased more than the number of women and girl wage earners during the decade represented by the last population census. This fact should not convey the idea that occupations have not shifted from men to women, from women to men, and from both to machines, as a

result of applied research; it is only to show that the net increase in the number of women's employment opportunities resulting from applied research has not been accompanied by a net decrease in the employment opportunities for men."

Again, the wholesale discharge of women, married or single, in industry, business, and the professions has not alleviated the sufferings resulting from this depression. At the most it has only shifted the burden of agony from the backs of one group to the shoulders of another. However, suppose that all employed women would remain at home and give up their positions to men and boys. What would be the result? In the first place, there would be less income in the home. Second, there would be more labor for the manual arts. With a reduced family income and a greater amount of labor supply in the home, women would again do their washing on a washboard, their ironing without the use of a mangle, and their own canning, baking, and sewing. What, then, would become of those men and boys now actively engaged in the manufacture of washers and mangles? What would become of those men now actively engaged in our canneries, bakeries, and clothing industries? In a recent number of a popular magazine we read that the

"Homecraft League is very enthusiastic over reviving the ancient art of spinning, and is sponsoring classes in one of the public schools in New York."

We read further that the

"mountain girls of Kentucky and Georgia are not only taught to clothe their families by spinning cloth but also to produce something that is artistic as well as useful."

A chance for idle women, but what will happen to those men and boys employed in the clothing manufactures? It seems to me that women leaving industrial activities and remaining at home would result in fewer jobs in industry for anyone.

Furthermore, the NRA Program does not call for the removal of women, married or single, from industry, from business, or from the professions. It does call for "manufacturers, merchants, and other business groups to subscribe to fair competition codes. It does plan to adjust purchasing power to production and prices. It does demand a balanced budget and a patriotic nationalism to wedge this nation out of the bogs of depression."

It does permit the appointment of married women to positions of trust and responsibility; for example, Frances Perkins, Secretary of the Department of Labor, and Mrs. Blair Banister, wife of a New York Insurance man, as the Assistant Treasurer of the United States. Is there anyone who can fill the position of Secretary of Labor any more effectively than Miss Perkins? Her appointment has been heralded as the one great achievement of woman since the adoption of the Nineteenth Amendment to the Constitution of the United States. Yet, Miss Perkins is a married woman.

Why, then, is there so much agitation against the employment of women, especially if they be married women? Tradition—customs which have prevailed from generation to generation—are blocking the progress of women in the fields of their profession or occupation. This fact can be readily proved by citing the following brief quotations taken from *Careers for Women*, compiled and edited by Doris E. Fleishman. These quotations are taken from the writings of women who speak from the knowledge of their experience.

In the legal profession I shall quote from Judge Hor-tense Norris, the first woman to sit on the bench with the presiding judges at the International Mixed Court in Shanghai, China; the Native Court of Cairo, Egypt;

the High Courts in Calcutta and Bombay, India; Rangoon, Burma; Singapore, Straits Settlements; who also visited the courts in Japan and other parts of the world. Judge Norris says,

"It is still a difficult matter for women lawyers to secure positions in the best firms. While the doors are being gradually opened, men still refuse to countenance the idea of women on their legal staffs."

In the field of banking, Mary Vail Andress, Assistant Cashier, Chase National Bank, says,

"As a general rule, the goal of the woman who adopts banking as her career is an officership . . . In large city banks, it is, of course, more difficult to win such posts, and rarely does a woman hold a higher office in a large bank than assistant cashier or assistant secretary. Finance in the financial centers of the country is still the citadel of the men, and to the innermost precincts women have not yet penetrated."

She believes that the

"extent to which women will find opportunities in banking depends on the extent of women's activity in general business."

Miss Elsie Eaves, holding the degree of Civil Engineer from the University of Colorado, says:

"Civil Engineering is one of the few remaining fields where women have still to pioneer and demonstrate what they can do.

Field work is organized for a masculine staff. Woman's ability could be recognized by engineers with whom she works, but it would require a large amount of education to pass this on to the outsiders with whom she would have to deal. Office responsibility is a more practical means by which women can win first spurs in the profession."

The above are but a few examples showing the prevailing thought about women in business and in professions. From them it can be seen that women will have no easy time entering the professions or occupational fields which men regard as exclusively their own.

What do women want? Women of America want the right for every normal woman of *equal* opportunity for *equal* capacity. Women themselves must take the lead in bringing this about, or the American woman will return to those mediaeval days when it was asserted that her place was within the confines of the four walls of the place she called home. For when the married woman has been safely shelved from all activities outside the home, then forces will concentrate on the removal of all women from business, industrial, and professional activities. All women, married or single, must unite to protect the married woman in her right to hold a job, or all women will eventually pay the price for being born a woman.

Stand off by yourself in your dreaming,
And all of your dreams are vain;
No grandeur of soul or spirit
Can man by himself attain.
It is willed we shall dwell as brothers;
As brothers then we must toil;
We must act with a common purpose
As we work in a common soil.
And each who would see accomplished
The dreams that he's proud to own,
Must strive for the goal with his fellows,
For no man can do it alone.

*He that wrongs his friend
Wrongs himself more, and ever bears about
A silent court of justice in his breast.*

—TENNYSON.

At the End of A Century of Progress

Freeland G. Stecker

THE last one hundred years have truly constituted a century of progress.

Steam, electricity, chemistry, science in its myriad forms, and labor-saving devices have so altered our manner of living that the conditions which existed then in that prescientific era seem to us a closed book. In this transformation the City of Chicago played no small part. From a hamlet to one of the world's chief cities, its growth is an emblem of the century's marvelous achievements. Here the development of transportation, industry, commerce, finance, and culture has out-run imagination. Its attainments in music, art, and architecture make it one of the foremost urban attractions, while in civic activities it has set an example in city planning, parks, museums, and health and recreational facilities.

But a storm may gather most unexpectedly. And a storm it is—one which threatens to undo much of the boasted progress of this unusual century. The nature and destructiveness of this storm will receive much attention for years to come. We shall want to know whether it was natural or man-made and how far it must be taken into consideration in future planning. What value shall we give to the mass of arguments presented to show that Chicago must drop many of its civic activities, that it is bankrupt, that its obligations are impaired, that its paper is far below par because much can never be redeemed? Are these repeated statements based upon facts or intended to shake the confidence of citizens and cause changes in political policies?

Who does not know that municipal governments learned long months ago that tax-anticipation warrants do not constitute acceptable security for loans either by those governments or by individual holders. Employees of the Board of Education enter upon the New Year with 1933 salaries paid for the first half of April, and a full five and a half months in arrears. Was it inevitable that much of the payment for preceding months, long deferred, should be in paper not recognized in financial circles, adding heavy discounts to long delays? This is not something merely for employees to worry about, if it is true evidence of Chicago's having set a pace in civic undertakings which it can not hope to continue. Are we really bankrupt? Is Chicago really only a poor city trying to get along? It is heartening to know that in 1927 Chicago was valued for tax purposes at four and a fourth billion dollars. The reassessment of 1928 wrote off \$600,000,000. In 1930 the value of taxable property was placed at three and three-fourths billions, and in 1931 at \$3,147,614,842. This does not include untaxable property. We do not know how much personal property escaped taxation or how effective the self-boasted "tax-fixers" were. These conditions should be included in any consideration of impoverished Chicago. Bank deposits, which had shrunk 40% from the high level of 1928, stood, June 30 last, at \$1,704,141,000. One would infer that Chicago's I O U's compare well with that of the proverbial "man on the street".

At the end of the century run we seem to have arrived at a crossroads without markers. Which road leads where we want to go? Shall we continue on in about the general direction we have been following? Or shall we heed the instructions of those who point out with suspicious eagerness the road that seems to circle back?

The real question back of all the smoke screen of taxes and budgets and government costs is the amount and kind of education and all other governmental services the people want. What they really want they will find a way to finance. Have we had too much education? Can we afford to retrench? How well educated are the American people? Nothing to brag about. Suppose we find that they average about fourth grade in school and have an intelligence quotient of a fair twelve-year-old child. With more certainty we can say that the United States has four and a quarter million illiterate inhabitants, ten years old and over. They form four and a third per cent of our population. In other words, one among every 23 persons more than ten years old can not read or write. Being literate does not indicate ability to read a newspaper intelligently. In Illinois the record is much better. Our 150,000 illiterates form more than two and a quarter per cent of the population or one person in 41. Four million people live in Cook County. Of the three and a third million who are ten years old or more, there are more than one hundred thousand illiterates, more than three per cent; in 1920, it was 4.4 per cent. Illiteracy in Cook County was reduced about 30% in the decade from 1920 to 1930. But we have a foreign-born population of well over 900,000. Many of these had scant educational advantages, if any, in the homeland. In 1930 more than 90,000 were illiterate, 9.5%.

Citizenship in a democracy where all adults except unnaturalized foreign born may vote requires a far higher standard than mere literacy. A fair education is a necessary preliminary to most skilled trades. The desired standard of living in America can not be reached by those who have not the training to acquire the skill or knowledge essential for earning the necessary amount to reach that standard.

As war preparations got well under way in 1917-18, the youth of the entire country were told to stay in school until the age of 18, that they could best serve their country by getting qualified to do something well when their time came should the war drag on. The longer span of peace years can demand no less. The effect was amazing. High school attendance increased beyond expectation, beyond any facilities that could be provided for adequate service. Furthermore the attendance held up and is still increasing. This fact not only forcefully demonstrates popular faith in the need and value of high school education as an accepted standard of training, but has increased school costs. Is Chicago afraid to face this fact? Can anyone suggest any other procedure which will result in less cost to the public? Economy does not lie in the direction of decreased school attendance and neglect of youth. The duty of organized society to protect and train those children especially who are deprived of the care and discipline of the normal home, is not merely humanitarian—it is the premium that insures our public safety and welfare. That premium in 1931-32 was \$116.57 per student, a cost that placed Chicago fifteenth from the maximum among cities of 100,000 population or more.

The greatest of all factors in an analysis of a business situation is the character of the people concerned, the spirit of the community. It has been the spirit of the people of Chicago that has converted the miles of swamp

and prairie into busy streets of homes and marts and productive enterprises, that from a valueless tract has created a four billion dollar city. Where has that "I Will" spirit been hiding during these recent turbulent months? Where is the leadership that after a century of progress went into retirement just as the celebration was about to begin? Does Chicago no longer produce men and women of action and courage and vision and civic ideals?

These questions are not framed in a cynical spirit. I am not a cynic. No teacher is. With as much confidence as I place in the power of electro-magnetic waves

to carry my voice to such as care to be listening, I state that though that spirit has met with discouragements it is not broken. It is momentarily confused and disordered. It has listened to false prophets and cleverly misleading slogans and arguments. But these conditions cannot last. We shall go forward. Public opinion will concern itself, not with how to avoid public costs but with how to get better results. When Mr. and Mrs. Chicago realize that unnecessary insurance rates against theft cost as much as they are hoping to save in school tax reductions, they will be on their way to thinking themselves out of the muddle.

Sales Tax

Editor's Note: The following editorial is reproduced from the Oregon Daily Journal, Portland, Oregon, April 11, 1934, together with the study of the sales tax by the Portland Teachers Union Local 111. It is given here as an able statement of the pernicious character of the sales tax and as an aid in fortifying the teachers and the public against the insidious propaganda for this type of taxation with which they are constantly beset.

Their Findings

A MASTERLY presentation of objections to the sales tax appears on this page.

It is a report of a committee of teachers, to the Portland Teachers' Union. It is exhaustive in character, clear and incisive in its discussion, and is a most effective exposure of the fallacies of the sales tax principle. It is well worthy of study in the reassurance it will be of the intelligence, balance, and courage of Oregon teachers, particularly the many teachers who are in revolt against the effort of Oregon tax-spenders to use the schools as a pretext, as Senator Strayer says, for getting more tax money to spend.

An example of the intelligence with which the teachers' committee discusses the subject is the following:

Sales tax advocates claim that more than 50 per cent of the people of Oregon pay no taxes. They thereupon set up a howl, calling for all to pay taxes, through the sales tax. The reply of the teachers' committee is illuminating and telling. Here it is:

Practically everyone does pay taxes, EITHER ON THE PROPERTY HE OWNS OR IN THE FORM OF RENT. IT IS AN ACCEPTED ECONOMIC PRINCIPLE THAT THE RENTER PAYS THE TAX ON THE PROPERTY HE USES. FROM NO OTHER SOURCE CAN THE LANDLORD OBTAIN HIS TAXES. IF DURING DEPRESSIONS RENTS ARE NOT SUFFICIENT TO PAY TAXES, THE OWNER PAYS THE TAXES EITHER FROM PREVIOUS PROFITS, OR BORROWS ON FUTURE EARNINGS. WHEN A HOUSEWIFE BUYS A POUND OF SUGAR SHE PAYS A TAX; THAT IS, SHE PAYS THE TARIFF ON THE SUGAR. PERSONS WHO USE COSMETICS AND TOBACCO PAY TAXES ON THESE ARTICLES. PUBLIC UTILITIES PASS THEIR TAX ON TO THE CONSUMERS, INCLUDING THEM AS A PART OF THEIR EXPENSES ON WHICH RATES ARE BASED. ALMOST NO PERSON ESCAPES TAXATION. THE DIFFERENCE BETWEEN THE SALES TAX AND OTHER FORMS OF TAXATION IS THAT THE SALES TAX IS A TAX ON CONSUMPTION, WHILE A PART OF THE TAXES IN OTHER FORMS IS ON PROFITS.

This statement by the teachers, that the rent-payer is a taxpayer in that his rent pays the tax on the house he rents from his landlord, is emphatically true. Sales-tax spenders cannot refute it. And in the same way this committee of teachers annihilates the arguments of the

tax-spenders and shows the insincerity and false pretense in the sales tax propaganda.

Members of this committee are a true representation of the American school. As Lincoln said at Gettysburg, "Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal." And establishment of the free school was one of the first acts of those fathers, in order, as Lincoln said in the same immortal address, "That these dead shall not have died in vain, that this nation, under God, shall have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth."

The stamina and fine intelligence of these teachers' committee accentuates the fact that the schoolhouses of America are the fortresses of freedom, and that true teachers are the defenders and heralds of "government of the people, by the people, and for the people."

Teachers Make Study of Sales Tax

Committee of the Portland Teachers' Union Reports on a Survey of That Tax-Raising System in Respect of Both Principle and Practice and Finds it Altogether Pernicious—Gain, if Any, Exceeded by Loss—Proposed and Pushed by Those Interests Naturally Concerned with Tax-Shifting—A Tax on Necessity, Not on Ability—Tending to Lower Living Standards—Opposed to NRA—Teachers Themselves Who Have a Sense of Sound Justice Will Reject It—Proponents' Arguments Answered, and High Opposing Authorities Quoted.

Here appears the report of a committee appointed by an organization of teachers in the schools of Portland to make a study of the proposed Oregon sales tax law. The report bears date of March 31 and is signed by Ward Walker and May Darling, committee.

The special committee authorized by the Portland Teachers' Union to make a study of the sales tax herewith submits its findings to the members of that organization.

The sales tax was used in ancient Egypt and Rome, in medieval Spain, and in France previous to the French Revolution. In each case it marked the decline of an empire or the end of a dynasty.

A number of attempts have been made in the United States to pass a federal sales tax, but always without success. Before the inauguration of President Roosevelt, Democratic leaders suggested that a sales tax be made a part of the financial program of the present administration, but when Roosevelt denounced the scheme in positive terms it was dropped.

In recent years a number of states have enacted sales tax laws, but in no state has such a law been passed when the people have had no opportunity to vote on the measure.

The following table shows some of the heavy contributors to the campaign for the sales tax that was defeated last July. It also shows the amount of taxes for each corporation last year and the amount each would save by the passage of the sales tax now under consideration. These figures are for Multnomah county only. The savings for some of these corporations for their assessments throughout the entire state would, of course, be much greater.

Firm or Corporation	Taxes paid for 1933	Amount contributed to campaign	Estimated amount to be saved by proposed law
S., P. & S. Railroad Company....	\$192,000	\$500	\$ 15,360
Southern Pacific Railroad Company	92,000	500	7,360
O-W. R. & N. Railroad Company.	202,450	500	16,200
Corbett Investment Company.....	145,623	500	11,649
Wilcox Estate	43,473	250	3,477
Failing Estate	94,395	250	7,551

It is estimated by those who are supporting the sales tax that it will reduce property levies by about 4 mills. This is perhaps too large an amount, but is accepted in making the following calculations:

The present levy in Portland is 50 mills; therefore if the sales tax brings in the amount of revenue estimated by its advocates it would reduce property taxes four-fiftieths, or 8 per cent. A citizen who now pays \$100 in property tax would have it reduced \$8. But if he spends \$1000 on food, clothing, and other taxable commodities, he will pay in sales taxes \$15; thus his taxes will be increased \$7.

On the other hand, the sales tax would mean large savings for persons and corporations with large property holdings. The Pacific Telephone Company recently paid taxes amounting to \$791,238. Computed on the basis of the levy in Multnomah county, the proposed sales tax would save this corporation \$63,299, and the telephone company would pay very little in sales taxes, for it buys only a small amount of taxable articles in the state of Oregon.

The fact that the tax would be a percentage of what an individual spends does not mean that it falls equally on individuals with the same income. For example, a single person with no dependents, and receiving a salary of \$2000, might not spend more than \$600 or \$700 on taxable commodities, but a man receiving the same salary and having four or five children would doubtless be taxed on at least \$1500 of his income.

Money is paid in sales taxes that would otherwise be spent for food, clothing, and other necessities. Alfred D. Buehler, associate professor of economics, University of Vermont, writes:

"The general sales tax, because it tends to be absorbed by wage-earners, tends to lower standards of living. . . . Production is also affected by the general sales tax, which reduces the demand for various articles and services."

Dr. John Dewey of Columbia University, in a letter published in the Oregonian, March 21, writes:

"It is true that the property tax has broken down as a method of supporting schools, but there are much better alternatives than the adoption of the sales tax, which

is but another way of burdening the already overburdened consumer and thus retarding measures for economic recovery."

On small purchases an increase of 1 cent in the purchase price will amount to 4 or 5 per cent tax. For example, if the sale price of an article is 25 cents the addition of 1 cent would amount to a tax of 4 per cent. The additional 2½ per cent could be retained by the merchant.

Competent tax authorities assert that the cost of collecting the sales tax will be greater than that of any other kind of tax, due to the great amount of supervision and inspection necessary to prevent evasion of the law.

* * *

That the sales tax may be an offset for the merchant's income tax is a controversial point and will not be definitely decided until the supreme court passes upon it—if the bill should be adopted. However, it is the opinion of some eminent lawyers that the law permits merchants, in computing their net incomes, to deduct the amount paid in sales taxes to the state. The Oregon state income tax law exempts from taxation all taxes paid in the state during the year, with certain specified exceptions, as, for example, the gasoline tax. The sales tax is not one of these exceptions. If it had been the intention of the authors of the sales tax that it be in the same class as the gasoline tax, why was it not so stated in the law? It is generally conceded that the amount of the sales tax paid by merchants to the state will be exempt from federal income tax.

If the amount paid in sales taxes may be deducted from the taxable incomes of merchants, it will be greatly to the advantage of large merchants who pay heavy state income taxes. Furthermore, the state general revenue will be greatly reduced, for, with the reduction of the property tax on the same amount as is realized from the sales tax, there will be no offset for the loss in income taxes.

* * *

The defeat of the sales tax last July by a vote of nearly 4 to 1 indicates that the tax now proposed would be extremely unpopular, even though it might be adopted. The schools will be blamed for the enactment of a tax law for school revenues if the law is considered unjust and economically unsound and is unpopular. Many people are already asking whether teachers are supporting the sales tax for the sake of the children, or because the teachers wish to insure the payment of their own salaries.

It would seem to be the duty of the public schools to do their share in attempting to secure social and economic justice for the mass of the people. The question arises as to how teachers can have this objective in view and at the same time consistently support a tax that is admittedly as unjust as the sales tax.

* * *

Answers to arguments for the sales tax:

1. That real property is overtaxed.

This is doubtless true, especially as regards non-income-bearing property, but there is nothing to be gained by adding another bad tax.

* * *

2. That there is an emergency and that the sales tax is needed to save the schools.

It would have been possible to devise other and more just methods of raising the needed revenue. At the

special session of the legislature last winter a number of bills were introduced or suggested that, if they had been adopted, would have secured the necessary revenues for the schools. Among them were measures for stimulating payment of delinquent property taxes, increase in the income tax rate in the higher brackets, and diversion of part of the income and intangibles taxes to school uses. It is interesting to note that no support was given to these measures by most of the persons who are now wailing most loudly about the plight of the schools. Professor Groves of Wisconsin University, in a series of articles published in the *New Republic*, discusses a number of ways by which the states and federal government could raise money to support the schools.

Recent improvement in the payment of property taxes, together with the promise of the federal government to aid the smaller school districts that are in distress, indicates that the emergency in the schools of Oregon is not so great as the advocates of the sales tax would have one believe. The same people who argue that the sales tax is necessary because there is an emergency in the schools, also state that one of the reasons for the sales tax is that it will relieve property taxes. If the tax is only an emergency measure, and therefore but temporary, how can it permanently affect property taxes?

* * *

3. That everyone should pay taxes.

Practically everyone does pay taxes, either on the property he owns or in the form of rent. It is an accepted economic principle that the renter pays the taxes on the property he uses. From no other source can the landlord obtain his taxes. If, during depressions, rents are not sufficient to pay taxes, the owner of the property pays the taxes either from previous profits or borrows on future earnings.

When a housewife buys a pound of sugar she pays a tax; that is, she pays the tariff on the sugar. Persons who use cosmetics and tobacco pay taxes on these articles. Public utilities pass their taxes on to the consumers, including them as part of their expenses on which rates are based. Almost no person escapes taxation. The difference between the sales tax and other forms of taxation is that the sales tax is wholly a tax on consumption, while a part of the taxes in other forms is on profits.

* * *

4. That the poor should pay for the government in the same proportion as the rich; for the poor receive as much benefit from it as do the rich.

The fallacy of this argument lies in the fact that one of the chief functions of government is the protection of property, and he who owns the most property receives the greatest benefit from government.

* * *

5. That the children of the poor receive as much benefit from the public school as the children of the rich, and therefore the poor should pay for the support of the schools.

This argument implies that the schools are established and maintained for the benefit of the individuals who attend them, whereas they are primarily for the benefit of society as a whole. The burden of supporting the schools, as well as other social institutions, should rest upon those who receive most from our social and economic organization, namely, the wealthy class.

Following are quotations from prominent persons who oppose the sales tax:

Harold M. Groves, professor of public finance, University of Wisconsin: "To use the sales tax as a supplement to the property tax is to add a second regressive tax and a further burden to those already staggering under the load of the property tax."

Dr. John Dewey of Columbia University: "I was opposed to the bill for a federal manufacturers' sales tax when it was introduced in Congress and am even more strongly opposed to a sales tax in the various states of the Union. It is true that the property tax has broken down as a method of supporting the schools, but there are much better alternatives than the adoption of the sales tax, which is but another way of burdening the already over-burdened consumer and thus retarding economic recovery."—From a letter published in the *Oregonian*, March 21, 1934.

"I congratulate the people of Oregon on having voted down the sales tax passed by the legislature. I hope they will do so again in May."—From a letter received from Dr. Dewey by a member of your committee, dated March 14, 1934.

A group of professors from Columbia University in a survey of the sales tax made for the Rockefeller Foundation state that the sales tax "marks an unnecessary and backward step in taxation" and that "on the whole, experience with this form of taxation to date offers little support to those who contend that the sales tax should form a permanent element in the state tax system."

Professor E. R. A. Seligman, one of the foremost economists in the United States, writes: "When you come to consider a general sales tax you are dealing with a tax on necessities, inasmuch as the great mass of sales are of necessities. Naturally so, since the great majority of the people are in modest circumstances. Therefore, as the French writers in the middle ages pointed out, a general sales tax is a sort of upside-down income tax. Instead of taxing a man with a higher income a little more or much more, as we do, you tax the man with the smaller income not only relatively as much but relatively more. It is this instinctive reaction of the common man to the proposal of a sales tax that is responsible for the opposition to it manifested from the time of the Romans under Tiberius all the way down through the middle ages, when riots took place, down to modern times, as in this country, where the laboring classes are now up in arms against it. No civilized country before the World War had ever succeeded in maintaining a general sales tax. The sales tax constitutes the last resort of those countries that find themselves in such difficulties that they must subordinate all other principles of taxation to the one principle of adequacy."

In conclusion, your committee wishes to state that space did not permit a complete development of the arguments herein suggested. We call your attention to the following references, which may be of assistance to those of you who wish to make a further study of the sales tax.

Buehler, Alfred C., "General Sales Taxation."

Groves, Harold M., "A Tax Policy for the United States" (a series of four articles published in the *New Republic*, starting January 24, 1934).

Congressional Record, Vol. 77, No. 60, May 26, 1933, page 441.

Methods of Education and Training in the Union of Socialist Soviet Republics

Arnold Levitas, LL.B., M.A.

A General Description of Soviet Education

THE great task of the Soviet Government is to educate the millions of people who were entirely neglected in the former regimes and to provide a systematic form of inclusive education for the new generations. How well these problems are handled may be evidenced from the results accomplished.

In the comparatively short space of time since the new regime came into power a vast network of educative processes has been established, which makes it possible and easy for everyone who is willing to take advantage of the many opportunities offered.

The Soviet Government has made education the property of the great masses. The entire system of public education has been revised. A uniform system of schools and other educational institutions for children have been established. Private schools are prohibited. The educational work is conducted by the State itself and by local organs (Soviets), as well as by trade unions, the Communist Party, the Communist League, the Young Pioneers Organizations, and by special societies such as, "Down with Illiteracy," "Friends of the Children," etc. The entire education of the younger generation, the organization of day nurseries, kindergartens, and schools represents the exclusive function of the Soviet Government and local Soviets. The trade unions have developed considerable educational activities among their membership, and have organized schools for adults, clubs, reading-rooms, palaces of culture, theaters, etc.; but these are all, finally, under the centralized control of the Soviet Government.

The masses seem to be hungry for education and enlightenment, and the supply is always ready to meet the demand—often, the supply even anticipates the demand.

The Nursery

Education in the Soviet Union begins from the cradle. The first educational institution is the Public Nursery. Since mothers are usually engaged in some form of work, the Nursery has become a necessity, and under the circumstances, it is a far better place for the rearing of children than the home.

The Public Nursery employs practical people who are trained, from every point of view, to take care of the nurture, instruction, and physical needs of the children under their care. Every child is under the supervision of a nurse and a teacher.

Connected with these nurseries are Medical Consulting Stations, which help the young, inexperienced mothers in the proper care of the child during the early period before the child is entrusted to the nursery and as long after that period as necessary. Since every working woman receives two months leave, with full pay, before confinement, and two months leave after confinement, these women take this opportunity of attending private and public instruction at the Medical Consulting Stations.

After the early period of child-rearing, which usually lasts two months, the child may be brought to the Day

Nursery, where its care is based on strict scientific medical principles. Nursing mothers get leave from their work every day from 2½ to 3 hours, to suckle their infants. The result of these measures is evidenced in the great decrease of infant mortality since the pre-revolutionary period, which during the past fifteen years has been about fifty per cent.

The youngsters at the nursery which we, a party of Americans, visited recently seemed quite cheerful and happy, and they had good reason to be. There were all kinds of games and toys to keep them in good spirits, besides sufficient food. The children looked healthy and wholesome, and the nurses seemed interested in their charges and did their work well.

We learned that, during the summer months, the children are sent to a camp in the country, where the air is good and they can play in the green.

The matter of cost depends upon the financial ability of the parents, their earning power, and the charge is always reasonable, just enough to cover the actual outlay of the State. Medical care, in case of sickness, requires no extra charge.

There are some parents who prefer to keep their children at home rather than send them to the Nursery. This, of course, is a matter within the discretion of the parents. Where parents can afford and desire, they hire a private maid or nurse. Such procedure, however, is rare, because the service at the Public Nursery is far superior to any private attention and much less costly.

Scientific Institute for the Protection of Mothers and Children

Another institution which is worthy of note is the so-called "Mother-and-Child House." Our university group visited an institute of this type in Leningrad, the "Scientific Institute for the Protection of Mothers and Children."

The Institute takes care of children from infancy to four years of age, and it includes mental, physical, and medical attention. The special objects of this establishment is to serve the children of unmarried mothers and also these mothers. Besides children's care it devotes much attention to the matter of teaching the mother proper hygiene, physical and mental rules for the care of the child, and how to keep herself in good condition.

Regular lectures are held for the purpose of educating mothers in the various phases of child-rearing. Private instruction is also given to mothers wherever that is necessary; and good results have been obtained, judging by the achievements in the development of healthy children.

The institution has both nurses and teachers, the nurses to take care of the physical and physiological needs of the children, and the teachers for the purpose of developing the mentality of these youngsters. The work of the latter consists, to a great extent, of kindergarten methods. For that purpose, the Institute is well equipped with up-to-date devices.

The Institute has another purpose. It has a lying-in

hospital division where any woman about to become a mother may get the care and attention necessary under the circumstances. While this service is open to all without charge, most of the women who come there are unmarried mothers. The clinic has 800 beds, 500 beds for mothers and 300 for children. The staff consists of about 120 people.

There is a medical consultation-room for mothers to take care of their needs before and after children are born. There is also a legal department, which is for the purpose of advising women as to their rights in case of any domestic difficulties, particularly, where the child is born out of wedlock.

In case of children abandoned by both parents, the Institute takes care of the child until it can find someone to adopt it. There is never a question about prosecuting a parent under such circumstances. A father, of course, and also a mother, may be held responsible for the support of the child, if they have the means. But where there are not sufficient means, the child will be well cared for at public cost.

All in all, this is a most inclusive organization, administering, as it does, to the needs of the mothers and infants, from the very earliest moment of motherhood, until the child has reached a more-or-less reasonable state of lesser helplessness, until the fourth year, or even longer when that becomes necessary.

From what could be learned, much has been achieved in the matter of reducing infant mortality. In the case of illegitimate children, the record of accomplishment stands higher than in any other country in the world. Many mothers have been saved in abortions, which are not illegal in the Soviet Union, the most scientific methods being used for the prevention of any ill effects. It has also been statistically proven that much progress has been made with regard to the health of mothers and children in the modern U. S. S. R., because secrecy and stealth in such case were entirely absent and the stain of illegitimacy had been done away with.

A Russian Camp for Children

Camp-life in the summer is quite common in Soviet Russia. The new Russian regime takes advantage of every available space to give children an opportunity for this healthful recreation.

Many of the activities in camp are probably similar to the ones in the United States; but they do a good deal more and they take advantage of every possible opportunity for outdoor life. The children do all the work in the camp—waiting on table, washing up, cleaning their rooms, etc.

On rainy days the children usually stay in the so-called "Lenin Corner," which has a small library of books, toys, games, and sometimes a piano. The most interesting discussions on human welfare, politics, and government affairs and policies take place in the "Lenin Corner."

The programs of the camp are decided by the children themselves—a self-governing affair, generally. Around a big stone barbecue fire-place, the Pioneers (young communists) gather, and discuss their future plans, programs, and disciplinary measures.

Each camp usually undertakes some special task to carry out during the month, such as helping on farms, teaching the peasants to read and write, organizing a traveling library, or taking charge of little children on a kolkhoz (collective farm), so that the women will be free to go to work.

The children form a detachment, which is in charge of one of their number elected by them. The supervisors of the camp merely aid with their advice and suggestions from time to time. Nurses and teachers are in constant attendance to take care of the physical and mental needs of the young people in the camp.

Parents come to visit the youngsters about five times a month; and, like parents all over the world, they usually are a great bother in upsetting the discipline. As a rule discipline presents no great problem, since the children are all trained to think seriously. If there are any disciplinary problems, the supervisors have a unique way of taking care of them, hardly any punishment, just gentle suasion and diplomacy. As an illustration, the most responsible tasks are given to the most difficult boys; and, usually, the responsibility has a good effect.

The children of Soviet Russia are wide-awake and alert to modern problems. They are usually well informed and pass judgment on current events, which they constantly discuss. They have been told of the danger of church and religion, and have been taught the value of fairness and equality among people. All this has been made to appeal to their reason, not merely as conventional truth, and it has taken firm hold. They are brought up with military training, to become well-disciplined citizens and good and faithful defenders of the fatherland in time of need.

So important is the education and enlightenment of the citizens that it is considered necessary for people never to stop learning. Little persuasion is required, however, since the men and women, young and old, are always anxious to take advantage of every educational opportunity. In that field there is provision for everyone; and I feel that it is a very wise thing. To my mind, nothing is so important as this great educational movement on the part of the Soviet authorities. The hope of success of the great undertaking of modern Russia lies in making people see and understand, so that they may be convinced of the importance and usefulness of the task.

It seems to me that the real achievements will come when the new generation will have reached sufficient maturity to be effective. The young can be properly trained and prepared for the many tasks before them; while, with the older people, it becomes a far more difficult undertaking, perhaps even a hopeless one. The whole psychology of attitude and thinking must be changed for the new Russia, and that requires a new birth, new habits, a new inculcation of youth. Remaking of the old and training him to the new thought is rarely successful. The most that can be hoped for from the old generation is temporary cooperation.

Child Welfare

Children are the flower of society, the coming citizens and defenders of the fatherland. Therefore, everything is being done for them to make them fit. The Soviet Union is interested in every child, whether born in or out of wedlock. Children born out of wedlock have exactly the same rights as the others. In fact, no distinction is being made which might affect either the parent or child. A human being is not changed in nature by any conventional law, and the Soviet Union does not try to improve on nature.

In case of cruelty by a parent, the court may decide to take the child away and give it State care and the obligation for support of the child rests equally on both

parents, no matter whether they are legitimately married or not.

There are laws for compulsory education and regarding the employment of minors below 16 years of age. Special provision is made in the case of farm work, in which children are allowed to participate even below 16 under certain conditions. All students over 16 are allowed to work from four to six hours per day; and all children below 18 must get at least one month's vacation each year.

In pre-war Russia child mortality reached 26 per cent. The protection of children then was negligible. Now there is a special protection for mothers and children, and every precaution is taken against decreasing the health or life of these. Consequently, the mortality has been reduced as follows:

Moscow	10 per cent
Leningrad	5 per cent
Agrarian Centers.....	12 per cent

At the present time, physicians make regular visits to the homes. There are frequent consultations with mothers, free legal advice, and social and medical care. Kindergartens are increasing constantly.

There is a People's Commissariat of Health in charge of children's welfare. Sanitariums of all kinds are provided which are equipped with electro-therapeutic and psycho-therapeutic facilities. There are now 7,695 such sanitariums; and it is expected, when the second Five-Year Plan is completed, to have 129,000 sanitariums. There was, at the beginning of the second Five-Year Plan, one physician to each 2,000 children; at the end of this Five-Year Plan, it is hoped to have a physician for each 750 children.

Compulsory Education

The government under the Czar did everything to discourage education, so that the great majority of the people lived in ignorance and darkness. This suited the policy of the old regime. The present government not only encourages education, but it has actually introduced compulsory regulations for its enforcement.

The school system for the younger generation consists of three grades: (a) The Four-Year Primary School (for children of 8 to 11 years of age); (b) The Second Grade—a Three-Year School (for children of 12 to 14 years); and (c) Senior, a Third Grade—a Three-Year School (for children 15 to 17 years). In the cities, a substantial correction has already been introduced by practice itself, and a so-called "Zero" Group (for 7-year-old children) has been established in the primary school. The school-system in the National Republics (there are seven in the Russian Soviet System) has a five-year primary school, because of the necessity of teaching the two languages—their mother tongue and the basic language spoken in the given Republic (Ukrainian, Georgian, etc.).

The development of primary and secondary education in the schools of the U. S. S. R. is shown by the following table (taken from the Voks Magazine, 1933):

Years	Number of Pupils Attending	
	First Grade	Second Grade
1914-1915.....	7,800,601	(both grades together)
1927-1928.....	9,870,680	1,255,986
1930-1931.....	15,447,216	1,980,951
1931-1932.....	18,000,126	2,901,601
1932-1933.....	19,001,600	4,350,000

In the U. S. S. R., every nationality which has its own language has schools where this language is used. The policy of the Soviet State, which actually enforces the

right of each nationality to self-determination down to separation, creates a full opportunity for the development of national culture. This, coupled with the Socialist reconstruction of the economic life of the country, created the conditions for the unparalleled cultural growth which has taken place during the new regime.

In the U. S. S. R., universal compulsory education extends to the higher stages of the schools as well as to the primary grades. In cities and factory towns, seven years of compulsory education has been fully introduced. Many agricultural regions have also introduced 7-year compulsory schooling in the village for all children. The task of the Second Five-Year Plan consists of introducing compulsory 7-year school education everywhere and developing the 10-year polytechnical school.

Higher Education

It seems that no country puts so much emphasis on higher education as does the Soviet Union today. Higher education in the U. S. S. R. is provided in the universities and special institutes and academies. The universities train scientific workers in theoretical subjects, such as physics, chemistry, mathematics, biology, etc. The institutes and academies prepare highly-trained specialists for the various fields of economic and cultural construction.

The course of study in the higher schools depends upon the complexity of the specialty studied. The following table shows the development of higher education in the U. S. S. R. The table was prepared by Voks, Society for the Development of Cultural Relations with Foreign Countries.

Year	Number of Schools	Number of Students
1914-15.....	91	124,652
1927-28.....	129	159,774
1928-29.....	129	166,824
1929-30.....	151	191,055
1930-31.....	537	272,125
1931-32.....	645	390,970
1932-33.....	...	500,000

The unparalleled growth of higher schools during the First Five-Year Plan was determined by the tempo of industrial and cultural development of the country. Hundreds of thousands of highly skilled specialists were required for the new factories, new mines, and new schools that have been built. Although the Soviet has invited many foreign specialists to work in their industries and teach in their schools, the main aim is to train specialists of its own and to create a new intelligentsia to meet the demand for its new achievements in every line of endeavor.

Scientific Institutions

In conformity with the aims of the Soviet Union, the development of science has become not only essential, but an absolute necessity. The U. S. S. R. is a center of the most extensive scientific research. Figures prepared by the Voks organization give an idea as to the scope of its scientific work.

Appropriations for scientific research have grown every year. In 1930, the appropriations for scientific institutions amounted to 306 million rubles; in 1932, to 495 million rubles; and, in 1933, to 646 million rubles. This is an index of the general growth of industry and the demands of trained specialists in every field. The Soviet Union has realized the importance of education and has applied it, most advantageously, for the welfare of the land.

So This Is America!

Night School Teachers Cut.—Teachers in the Yonkers night school conducted by the State Education Department will receive \$18 a week instead of \$20 for the next two weeks as the result of a curtailment in hours, it has been announced.

528 Teachers on Part-Time Quit April 20.—Elementary teachers, numbering 528 in 42 counties of Mississippi, went off the federal emergency rolls April 20. The 163 remaining on the rolls at that time also are likely to cease their work although their schools still are operating.

Teachers Are Paid, Cops Are Worrying.—Secaucus, New Jersey, public school teachers received one week's pay this week, the first since the first week in January. The money used to pay them was from a State allotment, it is understood.

But the cops are wondering when pay day will arrive for them. They have not received any cash in the last twelve weeks, and the bills with the butcher, baker, groceryman are growing to quite a sizable amount.

Not that the cops are kicking, literally speaking, but the gas company, electric company, and telephone company have reminded them that service may be abruptly discontinued unless bills are paid. There are also little matters such as milk bills, clothing bills, barber bills, and rent for those who do not own their own home.

Everett, Mass., Teachers Lash Out At Mayor.—Mayor James A. Roche, by withholding the salaries of school teachers, is guilty of a "persecution that is daily growing more inhuman, more cruel and more unjustifiable," representatives of the teachers asserted tonight in a statement explaining the position of the teachers in the salary controversy.

The salaries were withheld when teachers refused to contribute 10 per cent of their yearly salary unless the Mayor showed that the financial condition of the city necessitated such a contribution. When the teachers offered to contribute 10 per cent for half a year, pending a presentation of the facts on the financial situation, Mayor Roche refused, insisting that the contribution be for the full year.

Lee County, Miss., Teachers Receive Their Checks for \$30,000 Back Pay.—Lee county school teachers have received \$35,000 in back pay. County teachers received checks for \$30,000 representing two months' pay. The city teachers received approximately \$5,500 for the seven months of the school year.

Syracuse City School Staff Is Reduced.—Twenty-six teachers have been reduced from full-time to part-time work and four have been dismissed outright.

"Present Teacher" Amendment Teachers' Pension Law for New York City Enacted.—The New York Legislature on April 2 completed the enactment of Senator Crawford's bill, Int. No. 123, which amends section 1092 of the Greater New York Charter, by extending definition of "present teacher" for retirement purposes, to include certain teachers serving on temporary license and certain teacher-clerks or clerical assistants. This bill was endorsed by the Teachers Union of New York City and by the Central Trades and Labor Council of Greater New York.

Harrisburg, Pa., to Close Night Schools.—The Harrisburg School Board has closed the night schools and dropped the five married women on the faculty. It is now considering the best way to proceed to reduce teachers' salaries.

Blanket faculty dismissals of past years will be avoided. Instead of abrogating all teachers' contracts, the board will notify all teachers they will be re-elected but may have to take a pay slash.

The blanket dismissals, frowned on by the State Department of Public Instruction as a violation of the continuing contract clause of the State School Code, was defended in the past on the grounds that dismissal was necessary to allow a salary reduction.

The board is also considering the possibilities of abandoning the kindergartens.

High School Head Faces Ouster Over Instruction on Sex.—Ouster of Henry Snavely as high school principal, because he believes students should be given sex instruction, has the citizens of Newcastle, Pa., at odds with the school board.

Three members of the four man board have announced they would not reappoint the principal because he takes the stand that students should be given education in sex matters. The citizens at two mass meeting demanded his reappointment.

Pupils Strike Against Dismissal of Teachers.—Protesting against the proposed dismissal of four teachers, 170 students quit their classes at the Karn City high school, Butler, Pa. Behind the school band they paraded about town. They protested the school board's failure to renew the contracts of Robt. Stimson, athletic coach and instructor, and teachers J. Morgan, L. Taylor, and C. Ray.

Athletic Coach Asserts Rights of Citizenship.—Maj. John L. Griffith, Big Ten athletic commissioner, asserted that "there is no public office to which I aspire and I have never held public office."

His statement was in reply to one by Gov. Herring, who did not attend a Drake relays coaches' dinner because of Griffith's recent criticism of the Roosevelt administration.

"If I understand Gov. Herring's thought as expressed in the newspapers," Griffith said, "it is this:

"Because I worked three years at Morningside college, ten years at Drake University, two years in the army and since that time for ten midwest universities; therefore, I should not be permitted to hold or express opinions concerning questions of public policy.

"Apparently it is Gov. Herring's view that if a man spends the best part of his life working for an eleemosynary institution, he thereby forfeits his rights of citizenship."

Pacifists Denied Use of Building at U. of Illinois.—Refusal by the senate committee on student affairs at the University of Illinois to allow the sponsors of an anti-war conference to hold a meeting in a university building will not prevent the meeting, according to student leaders of the group. They declare the meeting will be held as scheduled in a building remote from the university campus.

Town Pays All Expenses, Without Incurring Debt.—

Bourne, a Massachusetts town with a population of about 3,000, and a property valuation of less than \$10,000,000, met every expenditure last year without borrowing a cent and will do the same this year. It collected most of its outstanding taxes, spent \$20,000 for a new public building out of current revenue and started this year with a balance in the bank. The affairs of the town appear to have been well managed.

New Jersey Tries Junior Colleges.—Five were created last fall to aid jobless instructors and high school graduates. 1,700 students enrolled. Federal funds supported them but it is not known whether these will continue.

New Jersey Cuts School Support.—One estimate has it that tax levies for school purposes in New Jersey were decreased 19.4 per cent from the 1932-33 to the 1933-34 school year.

Castle Rock, Wash., Teachers to Get Increase.—Salary increases of 10% were given the teachers of Castle Rock at April meeting of the school board. One extra teacher was added to the staff.

Putnam County, Tenn., Gets Federal Funds.—More than \$12,000 has been received by Supt. Wesley Flatt for February salaries of school teachers, and about \$39,000 will come to Putnam county under the FERA for March, April, and May.

The money will enable the Cookeville City school to operate its usual term of nine months, which had been cut to eight months under this year's budget. The federal money was given to operate schools on their normal terms of 1931 and 1932. All other county schools will operate eight months.

New Orleans Teachers to Get Only Nine Checks.—

In former years teachers in New Orleans were given 10 salary checks, and last year were paid on a 9½ month basis, whereas this year nine checks will be paid. Earlier in the year the school board announced it could promise payment for only 7½ months.

Beacon Falls, Conn., to Get Pay Raise.—Teachers in the Beacon Falls schools will receive an increase in pay. The increase will go in effect at the commencement of the September term. *An increase of \$100 a year for the principal and \$50 for each teacher was decided upon.*

The board were unanimous in their vote, all feeling that with the increase in commodities and the fact that salaries were for the next school year, they should go along with the country in general and restore some of the cuts made during the past few years.

Antiunion Textbooks Barred from Hannibal High School.—The geometry published by the anti-union John C. Winston Publishing Company of Philadelphia will soon be barred from the public schools of Hannibal, Mo.

When the label committee of the Hannibal Trades and Labor Assembly and the Hannibal Typographical Union was informed by Philadelphia Typographical Union that the Winston concern had locked out its union employees and expressed its determination to operate a scab concern, the committee through J. H. Abrams, secretary of Typographical Union No. 88, urged the Board of Education to stop purchasing Winston's textbooks.

Students Strike, Damage School in Dismissal Protest.

—Turmoil reigned in Bloomsburg in protest over dismissal of 25 teachers by the school board of the town. Three hundred and fifty students went on strike, refusing to attend the regular classes. Vandals smashed eight windows in the high school building. George J. Vanderslice, president of the school board, called upon the city police to patrol the grounds about his home when his property was threatened with damage as a result of the board action.

W. Clair Hower, music supervisor in Bloomsburg schools for the past 11 years abruptly resigned his position. He said he is unwilling to accept a \$540 salary cut which the board forced upon him.

The Bloomsburg school board ousted 25 of its 29 teachers at its last meeting and reduced all salaries to the minimum permitted by the school code. Resentment over this action has since flared throughout the town. One official today said he feared the National Guard might have to be summoned before the confusion is ended.

Officials of the school board said the action was taken as an economy measure in an effort to cut down expenses of the school district.

Four of the ousted teachers required only a few more years of work before becoming eligible for retirement.

The shakeup is the most drastic ever undertaken in Bloomsburg or Columbia County and it is said it is one of the most extensive changes undertaken at one sweep at any time in the Commonwealth.

Legal Victory Scored in Fight on R. O. T. C.—A decisive legal victory in the fight against compulsory military training has been scored by John Beardsley, chairman of the Southern California Branch of the Civil Liberties Union. For the first time, the Supreme Court of the United States has consented to accept jurisdiction in a case involving the right of students at state universities to refuse drill in peacetime.

The appeal was made on a new theory developed by the California attorney that the R. O. T. C. is a federal agency, that in peacetime not even the federal government can compel service in any branch of its military, and that, therefore, freedom from compulsory military service is a privilege and immunity of a citizen that may not be abridged by any state. The case will be argued in the fall.

Newspaper Workers to Have Union.—The "rugged individualism" which has been the characteristic of newspaper writers in the United States has succumbed to the overwhelming influence of economic conditions, and the necessity of combining and acting collectively for the common good, long the fundamental basis of trade union organization, has made itself felt in newspaper offices from the editors to the reporters.

Maine Teachers Urge Elimination of Graft and Petty Politics.—A call for forceful action to "eliminate the graft and dirty, petty politics that lure us into road-building instead of school-building" and to fight for more adequate school appropriations was sounded by a joint committee of the Maine Teachers' Association and Maine Congress of Parents and Teachers in a request to parent-teacher associations throughout the State.

De Pauw Trustees Vote to Abolish R. O. T. C.—The Board of Trustees of De Pauw University voted at its annual meeting on January 23 to request the War Department to withdraw the R. O. T. C. unit from the De Pauw curriculum at the close of the present school year. Only two of the thirty-five members of the Board of Trustees voting on the question dissented from the action taken.

President Oxnam has been the object of severe criticism by the professional militarists, but supported by students and trustees he has stood firm and a battle for true education has been gloriously won.

Teacher Loses Court Suit to Compel Reinstatement.—

In a ruling of state-wide interest regarding the manner in which school boards may dismiss teachers, Superior Judge A. B. McKenzie denied Miss Frances E. Morrow's petition for a writ of mandate to compel the trustees of Walnut Creek, Calif., to reinstate her as a member of the faculty.

The court ruled that Miss Morrow had been notified officially of her dismissal in the following specific terms:

"We have seen fit to notify you that your contract will not be renewed."

Miss Morrow contended that she had been led to believe she would be retained if the trustees continued the kindergarten at the grammar school.

Dr. Kathryn McHale, Professor of Education, Goucher College:

"I should like to write an editorial that would go straight across the country, possibly captioned 'Is Your Child's Head on the Educational Block?' Children come through this way but once, some things can be postponed ten years, but not so their education. If citizens in communities knew what was happening, they would not tolerate it. Educational leadership must concern itself with budget policies at this time. Irrational budget-making is current. It is imperative that economy in public expenditures be brought about in town, state and country. I insist only that such economy be wrought with statesmanlike foresight for the future of the community, be it town, state or nation. We can be as short-sighted in allowing some economies as in allowing some extravagances."

C. E. Hinshaw, principal of the Kokomo, Ind., High School:

"The economy wave which is sweeping the country is making it extremely difficult for the schools to function efficiently.

"What can be done to arrest this wave of false economy, so that the boys and girls of today may not be deprived of their educational opportunities?"

"First, there is need for strictest economy in all school expenditures. These economies must fall most heavily upon those items which interfere least with the progress of the child's education.

"Second, we must resell the educational program to the public.

"Third, there must be a revamping of our entire tax system. Local communities can no longer support their schools."

She's After the Slums.—Mrs. Franklin D. Roosevelt has made a personal inspection of the alleys and slums of Washington, and is helping draw plans to get rid of them through construction by the Public Works Administration.

Movies Assailed as "Mess" for Children.—A professor of education at Ohio State University, W. W. Charters, thinks "commercial movies provide an unbalanced mess for children" and has a suggestion to make along that line:

"I should like to see children's departments in the moving picture industry," he said at a meeting of the visual education department of the Northeastern Ohio Teachers' Association.

The moving picture, "One of the most powerful instruments for education in the world, is in the hands of people who are not interested in childhood," he asserted.

School Legislation in West Virginia.—Resolution to make every effort to solve present tax crisis, so that boys and girls shall not be deprived of adequate school term; amended to include thanks to loyal teachers and officials for help.

South Carolina Schools.—Bill to abolish free tuition in all tax supported institutions. (Carried over from 1933 session.)

Opposes Ouster of Student Who Refused to Drill.—

The League of Women Voters of St. Louis has written President Walter Williams of the University of Missouri protesting against the recent dismissal of Eugene Ringo, a 20-year-old freshman in the College of Agriculture, for refusing to participate in military training.

"We believe that freedom of conscience will be held inviolate by you," the letter said, "and that Missouri will not follow the sorry example of other universities that have failed to measure up to the ideal of freedom which this country safeguards by its Constitution."

Right to Organize.—A resolution by Director Peter T. Schoemann of the Milwaukee school board declaring the right of teachers to belong to any organization and mentioning specifically the American Federation of Teachers, affiliated with the American Federation of Labor, was indefinitely postponed by the instruction committee.

Aims of Teachers Union Explained.—Purposes of the American Federation of Teachers were explained to more than 500 Akron public school teachers Thursday, May 3, at Central high school at an open meeting of the newly-formed local unit affiliated with the American Federation of Labor.

The speakers were Mrs. Florence Curtis Hanson of Chicago, national secretary, and James C. Adell, Cleveland teacher.

A Profit of \$6,000,000 was realized on radio by the British government last year. In Great Britain there is no commercialized radiocasting, and the government taxes all owners of radio sets. The proceeds go toward the maintaining of studios, stations, programs, etc.

Peace Education Should Begin in Nursery Schools, according to Miss Alida Shinn, chairman of the Pre-School Department of the World Educational Association. Miss Shinn, who teaches at Mills College, Oakland, California, is preparing a series of illustrated booklets for children two to four years old, with the emphasis on peace and international understanding.

The President's Page

Henry R. Linville

On Recognition

Members of the American Federation of Teachers who may be unfamiliar with the development of the labor movement in this country, should be aware of the significance of the recent action of the Cleveland Board of Education in relation to our Local 279 in that city. The Associated Press reports that on April 24th the Cleveland Board gave unanimous recognition to our local union.

A statement of principles presented to the school board at this time contained nine clauses dealing with wages and working conditions, ending with this one:—

"It has always been a fact that in any economic recovery public servants depending upon public funds, are the last to feel the effects of such recovery. Prices rise and at the same time their compensations decline.

"In view of the fact that railroads, banks, farmers, and many other groups are a deep concern to the federal government, it would seem reasonable and fair that urgent representation be made to make federal aid available to the backbone of American civilization, the public schools.

"The failure of banks and railroads can only be described as major catastrophe. There are no words to depict the hopelessness of our people were the schools to collapse."

The despatch further states that the local asked the continuance of the 1920 salary schedule without cuts. The local even pointed out the fact that about a million dollars had been diverted from the city's operating fund for debt service. Although the news is meager, it is enough to show that the new local has strong elements of character and has made a good start on a constructive career.

The Battle for Recognition

I wonder if our members are aware of the fact that the battle for the recognition of trade unions has been one of the most important the American labor movement has fought. The battle is not yet won on all fronts, but it had hardly begun to be suc-

cessfully waged until the World War period and the past-war years gave the labor movement its strategic opportunity. The dramatic story is told in "The American Federation of Labor" (1933, Publisher, Brookings Institution), an excellent work written by our distinguished member, Dr. Lewis L. Lorwin of Brookings Institution, Washington, D. C.

The Reason Recognition Is Important

The reason the fight for recognition is important is that the principle of collective bargaining for a living wage, for redress of grievances, and for decent working conditions depends on formal or tacit recognition. If members have been following the controversies that have raged about the interpretation of Section 7a of the National Industrial Recovery Act and the setting up of the Automobile Arbitration Board, they will understand how far labor has come on its way to social and industrial authority in two decades, and yet how much remains to be accomplished. Bitter though this fight has been between labor and the employers, we hear sometimes of "intellectuals," who ought to know better, joining with the Communists in denouncing as "labor fakers," and "betrayers of labor" the official leaders of the American Federation of Labor. In this agitation as in the understanding of the evolutionary process by which our labor movement must work out its destiny, we of the A. F. T. must be alert to the swiftly changing scene.

Recognition Tactics

Thus, the battle to win recognition for teachers' unions is essential to the attainment of our own objectives. Those school officials who endeavor to avoid the logic of dealing with teachers' unions in the least significant of "grievances" do so in the full understanding of what even tacit recognition may entail. But individual grievance cases of teachers offer one of the simplest approaches to the winning of recognition. Those school officials who "shy off" from

dealing with our locals in these cases have but one alternative, and that is to open the way for retaliation on the part of the school official, principal, or department head. A complaint made by a teacher against a superior is generally referred to the same official for consideration. In the absence of a union or its grievance committee, the entire shock of possible counter attack comes back on the complaining teacher. Without a union to intercede, few complaints are made, repression grows, fear increases, and character wanes.

A Program Aids Recognition

One of the things which the Cleveland local has done that aids tremendously in the task of winning recognition is the presentation of a program. If this program is tied up with the welfare of the community as well as with the promotion of the interests of public education, the press and possibly other agencies will recognize its importance, and thus build up public opinion which the school officials cannot ignore.

Leadership Leads to Recognition

Perhaps one of the most sound and far-reaching in its effects of the ways in which recognition for a union may be won is through the development of able and active union leadership to be made available to all groups of teachers, whether members of the union or not. It is true certain groups of teachers prefer to assume a parasitical relationship where strong union leadership does develop. But the by-product of strong union leadership is the social education of teachers in general. Moreover, our own leaders develop their best powers in the larger activities of the entire body of teachers, and especially is this done where community relationships are involved.

One of the most significant by-products of activity in the labor movement is seen again and again in the fact that social standards are set up as incidents in a wide range of work. On this secure foundation labor has built its temple.

Education for Democracy

American Federation of Teachers

Organized April 15, 1916

Affiliated with the American Federation of Labor

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THE AMERICAN TEACHER

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The Objectives of the American Federation of Teachers

1. To bring associations of teachers into relations of mutual assistance and co-operation.
2. To obtain for them all the rights to which they are entitled.
3. To raise the standard of the teaching profession by securing the conditions essential to the best professional service.
4. To promote such a democratization of the schools as will enable them better to equip their pupils to take their places in the industrial, social, and political life of the community.

If you permit yourself to be a worm, do not complain if you are trod upon.

KANT.

Why Join the American Federation of Teachers?

Editor's Note: The following statement appeared in the Cleveland News and sets forth succinctly and incontrovertibly why one teacher has joined the American Federation of Teachers and why all teachers should.

Why did I join the American Federation of Teachers, which is affiliated with the American Federation of Labor?

1—Organized labor is largely if not entirely responsible for our public school system. The Newark (N. J.) Village Chronicle in May, 1830, reported: "Within a few months past, we discern symptoms of a revolution second to none save that of '76—universal education and equal advantage at the polls are the leading objects for which workingmen are contending."

The A. F. of L. has carried on the fight for public schools since its first convention in 1881, when it went on record for compulsory education: "We are in favor of the passage of such legislative enactments as will enforce, by compulsion, the education of the children." Since that time the A. F. of L. has always strongly supported the public schools. As a teacher in the public schools, I feel indebted to the A. F. of L. for its long years of constructive work for education.

2—The schools will more adequately serve the needs of the children when the fathers and mothers and teachers are working together to raise the standard of living for all.

3—When teachers come out of the classrooms and have first-hand contacts with life, they will acquire greater understanding and have a broadened outlook on social-economic problems.

4—I believe in the document which is the cornerstone of American patriotism, the Declaration of Independence, which states: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed, that whenever any form of government becomes destructive to these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its founda-

tion on such principles and organizing its powers in such form, as to them, shall seem most likely to effect their safety and happiness.

The "pursuit of happiness," or to use the words of Clyde R. Miller, making "life worth living," involves: (a) security of employment; (b) living in abundance; (c) freedom; and (d) leisure for doing the things which appeal most to the individual. No one can argue that the rights set forth in the Declaration of Independence have not been seriously curtailed for 98 per cent of the people. It is the obligation of organized labor to restore these fundamental American rights to every one and it is my hope that the organized teachers may help in this patriotic educational work.

5—Our present situation is not an "act of God." It is the result of cause and effect relationships in economic laws which are not understood by many people. In A B C's the situation is this: (a) Men without incomes cannot buy. (b) All factories must run to give jobs of 25 hours a week to men who want to work. (c) To keep the factories going all the goods must be sold. When goods pile up the factories close. (d) To buy all of the goods produced the purchasing power of the 98 per cent must be doubled or trebled. Everyone must have wages with which they can buy two to three times as much as they could buy when they were employed in 1929. This applies to office workers, farmers, teachers, factory workers, firemen, policemen, postmen, railroad workers—to the 98 per cent who do—or want to do—the useful work of the community. (e) The greater part of very large incomes can not be spent or even wasted on farm products, manufactured goods, or services. This excess income which the recipients cannot spend in making themselves or their families happy must be heavily taxed: (1) to prevent its investment in factories, office buildings, etc., for which there is no social use; and (2) to make larger amounts of tax money available for better public parks, swimming pools, public golf courses, recreational centers, health services, other services, and schools. (f) As a creditor nation cannot export more than it imports, our foreign trade must be an exchange of goods for

Democracy in Education

goods—not goods for gold. (g) This country must produce all that it can to give everyone a job—and everyone must have an abundance of everything, or it will not be possible to use up all that is produced—and the depression will start in again.

One way that organized teachers can help is to spread the understanding (1) that the economic salvation of the country depends upon organizing all workers—skilled and unskilled, farmers and office workers—into unions; and (2) it is an economic necessity and patriotic duty to make a success of the New Deal by increasing the purchasing power of all.

6—The public schools must offer educational opportunities and advantages at all age levels, including the kindergarten and opportunity schools for adults, equal in every particular to the educational opportunities and advantages now enjoyed by the limited few in the best private schools. This advance in education can be secured by the cooperation of the A. F. of T. and the A. F. of L.

JAMES C. ADELL.

Why Not the Teachers

While teachers are fighting for jobs, decent conditions, payment of salary, while they are fighting to save the very school system of America, their leaders are attempting to change the world. And the confusion of thought, the paucity of workable suggestion, the naive idealism of these leaders daily manifests itself more strongly.

Read almost any current book on education, attend any of the various educational association conventions, particularly read the current issue—January-February—of *Progressive Education*, and you will come in contact with glaring examples of the confusion and paucity of ideas reigning in the vanguard of education.

Probably the best expression in one volume of the thought processes of the vanguard is to be found in the current issue of *Progressive Education*.

It is all there: "The Educator and the Scientific Study of Society," "The Educator, the New Deal, and Revolution," "Dare Society Deny Its Teachers Freedom?" "The Social Ideals of American Educators," "Realistic Education," and so forth

and so on. These articles, in fact the entire issue, unite in pointing out the social necessity of education, the tasks of education, the question of the school and its loyalty to the State, the school as a social force against revolution and economic chaos, techniques for social education, and other items almost too numerous to mention.

As one reads this magazine he is consciously aware of two major matters on which our educational leaders constantly neglect to express themselves.

The first is the serious plight of education in our country today. In fact, the reports sent out from the Department of Education at Washington are much more revealing than anything one reads in the words of our professional vanguard. Almost two and one-half million children in America without any schooling at all. One out of every three teachers receiving less than seven hundred and fifty dollars this year. An increase of over one million pupils since 1930, to be taken care of with an educational budget decreased by over three hundred and fifty million dollars. This is a very slight indication of what is happening to American education right under our very eyes. But these gentlemen are too interested in re-making the world. They overlook what is happening while they are talking, and indeed one wonders if they will not wake up some fine morning to find themselves finally in possession of a panacea for education but with no schools to practice it in.

The second matter almost constantly neglected by the wise men of education is that of how to bring about all the changes they advocate. One article informs us that there is no freedom in education and suggests seven ways by which we might have it. But the seven guarantees of freedom we ought to have do not help the harassed teacher who is always aware of the limitations put upon him by the jealous guardians of so-called education. And the gentleman who writes the article doesn't tell us how to get these guarantees we ought to have either. Another writer tells us that the teacher must free himself from sitting on the fence if he is to be taken seriously. He knows we are on the fence; so do we. But how to get off?—and this leader either does

not know the answer, or he doesn't care. One could go on for many pages on this score. Article after article tells us what is wrong, and what we should do. But never a word of how to do it. These are the leaders of educational thought.

What are we—the rank and file of classroom teachers of America—going to do? The answer is simple—unite with that group in our population whose interests are our interests. Organize into a strong, effective teachers' union. Do what our leaders, educational and political, have failed to do in so many instances. Take control of the schools away from those interested in wrecking them, and see to it, by our organized strength, that every capable teacher has a job, and that every child goes to school. It is only thus that American education can ever be the force for which it was designed.

Teachers! Your Union stands ready. Join the American Federation of Teachers today.

18th Annual Convention

The Eighteenth Annual Convention of the American Federation of Teachers will be held at the Michigan Avenue Medinah Club, 505 North Michigan Avenue, Chicago, June 25 to June 29.

The theme of the Convention is EDUCATIONAL RECOVERY. The keynote which will be emphasized at the opening and throughout the meeting is, *The Challenge to the School Teachers in the Plight of the Schools*. Distinguished educators and labor leaders will be in attendance.

We are in the midst of a crucial period in the history of public education in America. We are facing the passing of the public schools. The teachers' responsibility is plain. Their opportunity is greater than ever before. At this Convention of the American Federation of Teachers, assuming their responsibility and making the most of their opportunity, the assembled teachers will work out a program and policy for school protection and united action.

It is fully expected that this annual meeting will be the largest the American Federation of Teachers has held, in part because the organization has trebled its membership, but chiefly because the teachers are alert to the compelling necessity that they take an

active part in the political, economic, and social life of the country, as well as an interest in school welfare; moreover, that they come out of the classroom into the arena of politics and economics *because of* their interest in education. They are conscious of the need of economic change and a better social order. They regard the school as a social institution, and moreover a social institution upon which our democratic society and modern civilization depend. They propose to see it not only maintained but improved. Their watchword is, *The School Shall Go Forward.*

We will see you in Chicago at the Medinah Club on June 25, working in unity and solidarity to bring about a condition in which that which has been done to the public schools can not be done again.

An Appeal to Teachers

Teachers must organize if they are to be effective in building a new social order, declared Dr. Abraham Lefkowitz, vice-president of the American Federation of Teachers, in speaking before an audience of educators in New York City a few days ago. "Under the old era, individualism made for greed, selfishness, anti-social conduct, and war, and enhanced the welfare of the few at the expense of the many," Dr. Lefkowitz said. "The old era built its schools around the competitive ideal and turned out hewers of wood rather than constructive socially minded citizens. Hence our financial joy ride, the stock crash and the depression. For this state of affairs teachers must shoulder their share of the blame."

In the future, he declared, they must organize into a militant union and work for a tax system "built upon the principle of ability to pay." This system, he continued, "must be developed around exclusive national taxes levied upon income, inheritance and luxuries. The income from these taxes should be allocated, in part, to the states, especially for the equalization of educational opportunity by making it possible to keep the schools open for adults and children without any limitation and with full opportunities for education, for the enjoyment of increasing leisure produced by our technological civilization."

American Observer.

Restoration of Salary Levels

Philadelphia Local 192 has the right idea about salaries and about how to get a proper adjustment. It has no illusions about why cuts in salaries are made nor about how salaries are to be improved. It says that the way to get a thing is to go after it.

Restoration of salaries of Philadelphia teachers to 1933 levels is asked in a resolution adopted by the Philadelphia Teachers Union, Local 192, of the A. F. T., and presented to the Philadelphia School Board.

Reasons why pay cuts should be restored are, the union believes, the asserted fact that commodity prices have risen 20 per cent, making the cut 30 per cent; that Philadelphia teachers are over-burdened with crowded classes and heavy clerical work; that tax collections for 1934 show a substantial increase over 1933; that salaries of teachers in New York, Newark, Los Angeles, Pittsburgh, and other cities are higher than those in Philadelphia, and that the only road to economic recovery lies along the path of increased purchasing power.

Basic Factors in Academic Freedom

The rights of teachers in respect to academic freedom are not unconditional. The authority of administrators and the government which they represent for the time being are not sovereign. Persons and organizations whose purpose it is to protect the rights of teachers and to extend these rights must keep in mind at least three criteria when they seek to arrive at a judgment concerning the behavior of a teacher or an administrator in any given situation that seems to involve the issue of academic freedom:

The first, *the criterion of relevance* is so obvious as to need no elaboration. The teacher is reasonably to be expected to have due regard for the pertinence of the political or economic interpretation or view which he is moved to express to a child or to a group of children.

The second, *the criterion of respect for the personality of the child*, is one that is generally admitted in principle but that is almost with equal frequency violated in practice. Proponents of the status quo, and corporate states and utilities corporations, see in the schools an instrument with which to perpetuate the life that they

deem good. Proponents of change of every hue see in the schools a possible instrument wherewith to effect the kind of change which they favor. Both are ready, almost always, to exploit the child for purposes which may or may not be pious enough in their origin, but which, when they involve violence to the personality of the child, are themselves suspect.

In the nature of the case, the social and economic questions in connection with which the issue of academic freedom is likely to arise are questions for which the data are in the hands of no one person or group. The interpretation of the data will vary with individuals and groups. Honest differences of opinion arise from these two factors. It is robbing the pupil of his rights for an adult to take advantage of the pupil-teacher relation in order to blind the pupil to the existence of other data, or to the possibilities of interpretation of the data other than the one to which the teacher inclines. The fact of the existence of additional data and of other interpretations is alone reason enough for having on school staffs teachers of all shades of political and economic persuasions.

The first and second criteria are concerned with the pupil-teacher relation. The third, *that of respect for the personality of the teacher* is one that is concerned with supervisor-teacher relation. The supervisor is rare who will frankly avow it as his policy to limit the political activities of the teachers with whom he is associated. Less rare is the supervisor who has no desire to do so. Not daring openly to denounce and to punish teachers for views which they deem unacceptable, such supervisors label as administrative for the good of the service acts of oppression which are designed to intimidate the teaching force which, in extreme cases serve to deprive of their means of livelihood persons who have been guilty of no crime other than the exercise of their rights as citizens. The public, including the courts, are often not in a position to discriminate between acts that are designed to improve the quality of the service of the teachers and acts that tend to reduce to base servility men and women who should be to their pupils aspirations to courageous and imaginative enterprise.

It is the function of a committee on academic freedom to analyze all instances of seeming violation of the admitted right of teachers in this respect, to apply the criteria of relev-

ance and of respect for the rights of the students in judging of the acts of the teachers concerned, and to examine with greatest care acts of supervisors in those instances in order to see whether or no they are steps taken by way of reprisal for political and economic views or behaviors of the teachers.

Cases of dismissal or other disciplinary treatment of teachers are not to be classified indiscriminately as violations of rights of teachers to academic freedom or as administrative acts for the good of the service. Each instance should be studied by a committee charged with the work, and can be made the occasion for clarifying for the lay public and for teacher alike, the important professional and social issue which it involves.

JOSEPH JABLONOWER.
From The Union Teacher.

What Milk Prices Mean

Just what are we doing when we raise milk prices and reduce milk production?

Every agricultural expert can estimate how many fewer cows it will mean, how much it will change the average farmer's income, how much of the increased retail price will actually go to the farmer.

But it would never occur to the experts to make up a table of how a price increase might affect the children in our cities, who depend on milk for their health and their future.

It has been left to the disinterested efforts of the American Federation of Teachers to make the beginnings of such a survey in Philadelphia. Because they are not organized for activities of that kind, the teachers made no attempt at a comprehensive study.

But the sample figures they present throw more real light on the subject of milk control than a dozen reports by agricultural experts.

The teachers' figures show that in families totaling 4137 persons, including 2199 children, the daily consumption of milk is three-tenths of a quart, instead of a quart, as it should be. This includes canned milk and charity milk.

Now do you understand why Philadelphia's ratio of undernourished children is increasing more rapidly than that for the rest of the country?

The national figure for undernourished pre-school children rose from 13.5 per cent in 1927-29 to 21.1 per cent in 1931-32. The Philadelphia

pre-school undernourishment figure went from 11 to 25 per cent.

The survey made by the teachers indicates that the amount of milk bought by families depends not on appetite or "health education," but on income and price. There is no other explanation for the fact that children in large families got less milk than those in small families.

Families have just so much that can be spent for milk. When they have more children to feed they simply divide the same amount. When the price goes up they buy less.

Philadelphia children thus are in very real danger from the proposed milk reduction scheme. Let us discover the extent of that danger before we plunge ahead.

The Board of Education, as governmental guardian of the children's well-being, is the agency best equipped to investigate conditions. And as it is a big purchaser of milk, it has a technical access into the controversy, if any were needed.

Let the board assign its research division, which now potters around with meaningless promotion rates, to make a comprehensive survey of child health and milk prices in this city.

—*Philadelphia Record.*

A Brainstorm

Former United States Senator James A. Reed of Missouri in criticizing the New Deal declares that "the Government is interfering with every man's business, assuming that the business of the United States can best be conducted by a group of gentlemen who have never transacted any business in their lives."

Evidently Mr. Reed has forgotten that business men, whose business had been managing industries all their lives, were in complete control of industry during 1930, 1931, 1932, and for a few months at least in 1933. On the question of unemployment alone, here is the record of these superb managers: In January, 1930, there were 3,216,000 unemployed. By August, 1930, the number had risen to 4,101,000, and by December to 5,541,000. In January, 1931, there were 7,160,000 jobless hammering the pavements looking for work, and in December of that year the idle reached 8,908,000. January, 1932, started off with 10,197,000 unemployed, reaching 12,124,000 in December. In March, 1933, there were 13,689,000 persons out of work, the largest number ever recorded in the United States.

This is the record of business men in meeting the problem of unemployment—a record of complete bankruptcy of both permanent policies and emergency measures. Other aspects of our industrial life, all in control of business men, reveal similar bankruptcy.

With the advent of the Roosevelt Administration and the principles of the New Deal in industry, accompanied with legislation designed to make those principles effective, the army of the unemployed decreased by leaps and bounds until recently, when the civic work project was inaugurated, the number was around 6,000,000, a decrease of over 7,000,000 since March.

In the light of the plainly visible inability of business men to meet practically all the crises connected with the depression, and the achievements of the first few months of the New Deal administration, the criticism by Senator Reed is not only unfounded, but absurd. Evidently like the traditional ostrich, he has kept his head in the sand for the last three years and been deaf, dumb, and blind to current events in our industrial life.

Taxes and Tax Dodgers

If teachers desire a lucid statement on *Taxes and Tax Dodgers*, they should send ten cents to the office of The AMERICAN TEACHER, and secure the pamphlet on that topic by Daniel W. Hoan, Mayor of Milwaukee.

Mayor Hoan was an honored guest at the last convention of the American Federation of Teachers and has since addressed our locals in St. Paul and Detroit.

Mayor Hoan opens his discussion with this statement of his position, "Civilization may be judged by the amount of service that the people in a community demand, and what they can afford to pay for, and not by how low a tax rate they have."

The topics treated include, Purpose of Taxation, Taxpayers' Leagues, Loss of Homes, Taxes Cause Depression?, Duplication of Government, Graft, Cheap Government, Cost of City Government, Efficiency and Economy, Debt Burden in Cities, Land Taxes, The Suburb Problem, State Taxes, Interstate Tax Dodgers, Income Tax, State, Federal, and Local Taxes, Inheritance and Gift Taxes, and Our Program.

A few excerpts should convince you of the value and vigor of Mr. Hoan's book.

"Some of these Taxpayers' Leagues.

such as the one in Chicago, are merely personal rackets for their promoters who collect huge fees and then vanish."

"When a government levies an extra dollar of taxes on each thousand of valuation to expand city services, it may cause the home owner who is assessed \$5,000 to pay (if he has the money), \$5.00 more in taxes; but to men who possess huge estates or office buildings assessed at several millions of dollars, this extra dollar a thousand will mean a huge sum. . . .

Here in Milwaukee, for instance, a 1 per cent reduction in the mortgage rate would save the small home owners \$5,000,000 per year. I once challenged the officers of the Milwaukee Taxpayers' League to prove that a single home could be saved by reducing taxes. They were unable to do so."

"Much has been made of the argument that excessive taxation caused the depression. When business men began to fail because of their collective stupidity, they looked about for a goat upon which to heap the blame, and they chose the government. The argument is absolutely ridiculous. It is advanced by the 4 per cent of our population who own 80 per cent of the national wealth, in the hope that it will detract attention from the real cause of the depression.

"The very men who profited most by governmental subsidies at the top were most active and instrumental in organizing the 'cut cost of government' leagues throughout the country. It is the bigger interests in all communities that lead the assault on governmental services."

"Do we really want cheap government at any cost? Do we want to send our children to the cheapest school that employs the cheapest school teachers? Do we want firemen and policemen paid such low salaries that we may expect none but grafters and ignoramuses to man these departments? Do we want our public health services operated so cheaply that contagion and epidemics rage throughout our communities or that there is neglect in inspecting our food products resulting in the poisoning of ourselves and our families? Do we want dangerous and broken streets, defective lighting, inadequate sewage disposal, no garbage collection?"

"The salary paid to the president of our local street railway and light company in 1931 was \$96,000. This sum is more than the combined salaries of the Mayor and 32 heads of

departments in the government of the city of Milwaukee."

"The per capita cost of sending a child to the public school is usually about one-half the cost of the same service in a private school."

"When the truth is told it will be said that the public has not taken on any new function until private initiative has failed to meet the needs of the community."

"There is one policy that governments can and should pursue with greater enthusiasm that is not generally understood. We have been too much in the habit of borrowing money on bonds and interest-bearing securities in order to put off on other generations the problem of paying the bill."

"The rich residential suburb just outside the taxing limits of each industrial center is a familiar sight. Pleasant tree-lined streets, clean homes, well-dressed people, they seem very virtuous and worthy. One of the reasons for building these suburbs was to dodge taxes. . . .

"Even where the factory itself is outside the city limits, the problem is the same. Take the famous Ford plant in Dearborn, Mich., for example."

"The worst feature of present day state taxation is the increasing use of the sales tax to make up for the decline in property tax revenues. This tax violates the most fundamental precept of American taxation, taxation according to ability to pay. The sales tax is automatically levied on the entire income of working men and farmers, but only on a small fraction of the income of those who live on profits. The sales tax has well been described as an 'upside down income tax,' and should be abolished everywhere."

"The income tax is an equitable tax which can be levied under the profit system. Individuals and corporations benefit from the activities of their governments in fairly direct proportion to their yearly income. They are able to pay taxes."

"If you believe that government exists primarily for the purpose of encouraging the accumulation of private property in the hands of a small number of people, then you will favor the taxes which fall on small people, as most of our taxes do in this country."

"NOT LOWER TAXES, BUT FAIRER TAXES," should be our watchword, in the fight for a better distribution of the good things of life, and a decent living for all."

Sales Tax Most Obnoxious

The sales tax is the most obnoxious of all taxes according to Grover A. Whalen, chairman of the New York city retail code, in a letter to Seabury C. Mastick, chairman of the New York state tax commission. "For the consumer the sales tax is an income tax," wrote Mr. Whalen. "It takes, not according to ability to pay, which is the underlying principle of the income tax, but according to the people's consumptive requirements."

Discrimination Against Women Workers Condemned By President Green

Emphatic condemnation of paying women workers less than men for doing the same work was given by William Green, president of the American Federation of Labor, in an address at a dinner given by the New York Women's Trade Union League in honor of Mrs. Franklin D. Roosevelt. The meeting initiated a drive for intensifying union organization among women workers.

"The industrial revolution which began when mechanical processes in production were substituted for hand labor, called for the services of working women," Mr. Green said. "The number has increased every year. They are now employed in practically every line of industry. Industrial traditions have been broken down and as a result women workers have taken their place with men in the industrial production field. It was inevitable that new economic and industrial problems would grow out of such a change in industrial development."

Unions Improve Work Conditions

"In many lines of industry, particularly the needle trades, the women workers have realized their helplessness and, as a result, have organized into trade unions for mutual helplessness and protection. It has been most gratifying to observe the growing understanding, on the part of women workers, of the value of economic solidarity brought about through trade union affiliation."

"As a result, their wages have been protected to a very large extent. Improved sanitary and humane conditions of employment have been established and maintained. Hours of labor and work periods have been reduced and conditions of employment have been made more tolerable."

"These economic and industrial im-

provements have come to women workers just in proportion as they have organized into trade unions and thus become united in a definite, direct, and concrete effort to promote their social and economic welfare.

Mrs. Roosevelt Is Union Member

"As an outstanding example of organized achievement, I refer to the definite progress which has been made by the International Ladies' Garment Workers' Union. Women workers predominate in this industry. They have united and organized with their fellow-workers so completely as to bring about definite and unquestionable improvement in their wages and conditions of employment. The membership of this splendid organization has grown from a few thousand to approximately two hundred thousand.

"Undoubtedly these workers achieved such a large degree of success through the help of your organization and others and through the inspiration which those associated with it have given them in all their struggles for the enjoyment of a more abundant life.

"I am happy to know that our distinguished guest of the evening is an honorary member of this progressive, militant organization. We, united with the great international trade union movement, are extremely proud of this fact.

Unions Necessary for Women Workers

"I know I but echo the feelings and desires of the membership of the National Women's Trade Union League when I express the hope that the campaign of organization may successfully continue and that through such organization higher wages and improved conditions of employment may be enjoyed by the millions of women workers employed in the public school room, in offices, in counting rooms, and in service industries.

"There is a great need for economic and social betterment among those commonly classified as white-collar workers. Along with thinking, sympathetic people, I have been deeply concerned over the economic status of this very important part of our working population.

"I know the National Women's Trade Union League is interested in this problem and that its officers and members will gladly extend all assistance possible in order to bring about a correct solution.

Attacks Wage Discrimination

"Then, we have ever present that

indefensible standard which, through the traditions of centuries, has been maintained. It has always seemed unjust to me that women workers should receive less pay for doing the same work and rendering the same service as that performed by men. We of the trade union movement have always vigorously contended that equal rates of pay should be paid women workers when they did the same work performed by men. We must continue the fight against this injustice until we win.

"There is another economic policy pursued in the development of industrial codes of fair practice which seems unjust to me. That is that different rates of pay should be maintained in different sections of the Nation for workers who perform the same character of work.

Economic Problem Is Difficult

"All of us who are engaged in social and economic work," Mr. Green concluded, "fully realize the very great difficulties which are in the way and which we constantly meet. We know that progress can only be made step by step. There is no problem which yields to solution more slowly than an economic problem.

"History shows that the human race has made progress slowly. Sometimes during periods when the masses were aroused until their activities approximated a crusade they forged ahead and at other times because of indifference they moved slowly. But those who have led and those who have served in this economic movement have done so because they were inspired by a great ideal, by faith in the justice of their cause. They were inspired to do their best because they knew there were associated with them in a common endeavor such unselfish, patriotic, and noble women as those who are identified in an official and membership capacity with the National Women's Trade Union League."

Labor's Rights Nullified by Delay in Enforcing Section 7-A, AFL Says

Entirely unnecessary delays by the National Recovery Administration in enforcing Section 7-A of the National Industrial Recovery Act, which is an integral part of every NRA code of fair competition, "have nullified workers' rights under the law and blocked the mechanism for collective bargaining," declared the Monthly Survey of Business of the American

Federation of Labor, in discussing President Roosevelt's settlement of the threatened strike of the automobile workers.

"Labor's protest against the effort to deprive them of union organization," the survey said, "is a more far reaching and powerful factor in the business situation than most people realize. The millions of workers who have come through this depression have a new understanding of their individual helplessness in business situations. They know that union organization is fundamental for their protection. The intensity of their feeling has been shown in the way they flocked into unions when the Recovery Act was signed and in the series of strikes this winter and spring, 75 per cent of which were for recognition of the union.

Union Workers Victimized

"Workers' resentment came to a focus in the automobile situation. Several hundred automobile workers had been unlawfully laid off for union activity; their cases were dragged on through months of indecision in Regional Labor Boards; employers deliberately defied the boards. In cases where unlawful lay off was proved workers were not reinstated. Workers felt that their only means of securing their rights was to strike and their strike vote compelled consideration by Washington. They accepted the President's settlement and order because of their faith in him. He took responsibility to carry out an agreement which pledged workers freedom to join the organization of their choice and to be represented through it in collective bargaining. An impartial board was set up to carry out this agreement.

Job Insecurity Destroys Freedom

"There can be no freedom of choice where a worker feels his job is in danger if he joins a union. Workers the country over have their eyes on the automobile board. Decisions and speed in operation are essential in carrying out the spirit and purpose of the President's agreement. Delay is the employers' way of destroying the union; for while the board delays workers may be intimidated by threats to take away their jobs and forced out of the A. F. of L. union into the company union. Delays in enforcing Section 7-A in the last six months have nullified workers rights under the law and blocked the mechanism for collective bargaining."

School Crisis Facts

Three hundred and eighty-four thousand more students in elementary and high schools this year than last.

14,000 fewer teachers employed.

Less Money for Schools

\$112,800,000 estimated reduction in current expenditures this year.

\$108,000,000 less estimated spent this year on school buildings.

Teachers' salaries slashed as much as 28 per cent in one State and 50 per cent in whole counties.

City school budgets 6.75 per cent below last year.

Rural school budgets 5.23 per cent below last year.

Capital outlay budgets: New grounds, buildings, equipment slashed more than 40 per cent.

Further decreases expected in above percentages if taxes are not collected.

Voluntary return of a percentage of teachers' salaries to school boards common.

Lower School Cost

Cost per pupil in cities from 10,000 to 100,000 population 9 per cent less than it was in 1929-1930.

Cost per pupils in cities 2,500 to 10,000 population reduced 7 per cent in two years.

Further reductions have taken place this school year.

Daily cost per child in school decreased 14.1 cents, nearly one-fourth, since 1929-30.

Per pupil cost now only about 48.7 cents per day—in 1929 it was 62.8 cents.

Schools Close—Terms Shortened

According to Office of Education records, most schools are doing their utmost to maintain service. They have decreased teachers' salaries, have cut expenditures for supplies, equipment, and buildings, but service has been maintained wherever possible. Reports indicate, however, that actual effectiveness of schools in some cities is being reduced:

170 cities will shorten school term 10 days or more this year.

92 of these cities will cut terms 20 days or more.

200 counties last year cut school terms 10 days or more.

130 shortened their terms 20 days or more last year.

More than 4,730 rural schools closed early in 1931-1932.

More will probably have to be closed early this year.

School term in the United States, averaging only 173 days in prosper-

ous times, is shorter than in foreign countries. In France school term is 200 days, in England and Sweden 210 days, and in Germany and Denmark 246 days.

Less Service

73 cities have curtailed or eliminated night schools or Americanization classes.

85 cities have curtailed or closed kindergartens.

85 cities have closed or partially eliminated schools and classes for handicapped children.

93 cities cut music supervision.

42 cities cut general supervisory service.

48 cities cut school medical service.

68 cities cut school nurse service.

Music instruction cut in 52 cities.

Art instruction cut in 28 cities.

Home economics instruction cut in 62 cities.

Manual training instruction cut in 64 cities.

Physical education cut in 81 cities.

These reports from only two-fifths of cities are probably representative of other curtailments made elsewhere.

—*Report of Office of Education,*

Dept. of the Interior.

Chinese Teachers Strike for Pay

From every province in China, and even from the principal government universities in Nanking and in Peiping, come reports of entire teaching staffs going on strike or threatening to close the schools because of non-payment of salaries.

In many cases the teachers have had no pay since last December, and in only a few cases have even half the monthly salaries been paid since the beginning of this year. The teachers have remained loyally at work with their classes, but now their slender resources are exhausted and they are obliged to stop teaching and to turn to any kind of work or common labor which will bring in enough to sustain themselves and their families.

The educational problems in China become more and more serious from year to year. Funds for maintaining schools and colleges decrease in direct ratio to the incidence of civil wars and the increase of the armies.

The Nanking Ministry of Education estimates that there are 37,800,000 children of school age in China, of whom only 7,937,558 were accommodated in schools (of a kind) at the end of last year.

The opening of 1932 found China with 407,044 teachers, a vast majority of them teaching only "old style" subjects, and entirely untouched by modernism, science, foreign languages or any ideas of manual training. China needs 1,200,000 trained teachers, but cannot pay the 407,044 who heretofore have kept operating the 192,805 primary and grade schools which exist.

At present the Ministry of Education at Nanking has available annually only about

\$15,000,000 silver; that is, this sum is supposed to be available for education, but because of military drains upon the national treasury is rarely obtained for the schools. This is equivalent to only a little more than \$4,000,000 a year in American money.

"A situation such as that now revealed calls for the plainest of speaking," declares *The China Press*, a Chinese owned and edited daily newspaper published in English in Shanghai. "It is simply disgraceful, and is moreover highly dangerous."

"Part of the duty of the teachers is to inculcate in the minds of their charges respect for the government of their country. How much enthusiasm can they put into such exhortations when they are suffering from financial embarrassment because the government has failed to honor the obligations it assumed when these men were appointed to their posts?"

"The outrageous state of things which has existed for so long in the education department makes it impossible that the right type of men can be secured for the schools, colleges and universities of this country."

"What sane man is going into a profession that is poorly paid in the first place, and in which he is compelled to wait for half a year to get even a portion of his meager stipend?"

—*New York Times.*

The state makes a free gift to its citizens of what is known as elementary or primary education, regarding money spent in this way as a kind of premium of national insurance. An ignorant nation is a nation ready to be roused to riot and fury on very small provocation as our history proves again and again; and an ignorant nation may assuredly look forward to becoming the servant of a nation better educated than itself.—*Richard Wilson, in The Complete Citizen.*

Psychological Institute of University of Vienna

The Psychological Institute of the University of Vienna will hold its third annual summer school in psychology for American students from July 9th until August 9th, 1934. The courses, which are taught in English, include the following: Language and Personality (Karl Buehler), Childhood and Adolescence (Charlotte Buehler), Biographical Methods (Charlotte Buehler), Viennese Tests for Children, Experimental Psychology, Business and Social Psychology. The University of Kentucky is again supervising these courses and will grant six semester-hours university credit for the work done in Vienna. For further details address the Educational Director, Dr. Henry Beaumont, University of Kentucky, Lexington, Kentucky.

BOOKS

*"There is no frigate like a book
To bear us lands away."
—Emily Dickinson.*

THE WORLD BOOK ENCYCLOPEDIA, W. F. Quarrie & Company, Chicago, Ill., and New York, N. Y., 19 volumes including a Guide Book, 8,000 pages, 14,000 illustrations, color plates, graphs, etc.

There are several distinguished encyclopedias on the American market today but few are up-to-date. Here is a reference work that deserves a dignified place among the first-rate American encyclopedias, and in one important respect, it is superior to them all. While nearly all the extensively advertised encyclopedias are revised at intervals of a quarter century, and in some instances less frequently, the World Book Encyclopedia, on the other hand, has been revised substantially *thirteen times* since the World War, and the present edition is a completely revised, reset piece of work and brought up to the early events of President Roosevelt's Administration. While the publishers of the World Book are as sufficiently commercially-minded as others and as eager to enhance the distribution of their set, they nevertheless never lose sight of the timeliness of their work. They maintain a steady corps of research and editorial workers who are continuously collecting new material and revising the old articles and thus laying the foundation for new editions. Of all encyclopedias, then, with the exception of one loose-leaf encyclopedia published in New York City and which is revised from two to three times yearly, the World Book is the most up-to-date encyclopedia on the American market today.

The World Book is under competent editorship. Its editor-in-chief from 1917 to 1931 was Michael V. O'Shea, B.L., late professor of Education at the University of Wisconsin. The present revised edition was under the editorial supervision of S. Edgar Farquar, M.S., an outstanding authority in many cultural fields. Among its extensive list of contributors may be found names of men and women who have distinguished themselves in every walk of life. A few instances will suffice to confirm the credibility of World Book writers and the authenticity of their material. Morris Fishbein, M.D., outstanding leader in the field of American medicine and famous editor of the Journal of the

American Medical Association, wrote the articles on physiology. Eugene Lyman Fisk, late director of Hygiene of the Life Extension University, wrote on life extension. Frank P. Graves, President of the University of the State of New York and State Commissioner of Education, wrote on education. Harry L. Hollingworth, Professor of Psychology at Columbia University, wrote on vocational guidance. Joseph Jastrow, internationally known psychologist, wrote on alchemy and related subjects. Maria Montessori, pioneer in educational reform and world renowned founder of the Montessori System, wrote on her system. Ray Lyman Wilbur, president of Stanford University, wrote on his university. And so all along the line.

The articles on the sciences and technical arts were penned by men and women who have made names for themselves in their fields. The articles on the various countries and governments of the world were drafted by men and women generally associated with their governments in some official capacity. In a word, in respect to contributors the World Book may be matched to any other leading encyclopedia in the United States. As a matter of fact, the World Book, for many years, has been highly recommended by state educational bureaus, school principals, and leading educators and librarians. It is widely used in the libraries of elementary and secondary schools throughout the country.

In method of presentation, I may say without hesitation, it is superb, though, it is true, not as comprehensive as some of the widely advertised sets. The articles on history, geography, science, and particularly those relating to the American scene, are comprehensive and extremely well written. Unfortunately the 1933 edition of World Book was put out before the advent of "the Roosevelt Revolution" and none of the epochal events following in its wake are recorded in its pages. However, if the reviewer's information is correct, the World Book publishers issue a supplementary Year Book, which is supplied free to subscribers of the set. Undoubtedly in the next edition of the Annual this shortcoming will be overcome.

Of particular interest and help to students and teachers should prove the "outlines and questions" which may be found at the end of important articles. Especially valuable is the Reading and Study Guide which fills the entire nineteenth volume. Here

the entire scope of human knowledge is divided in several major classifications, such as anthropology, agriculture, botany, education, and history, and under each classification the reader will find in alphabetic order the most comprehensive subject-index covering this division of human knowledge, with the number of volumes and pages indicated. In the second part of the volume the teacher will find a very interesting method for arranging class-room projects in all subjects—and the student may find it exceedingly helpful in pursuing his class-room work. Another unique feature of the World Book is its presentation of bibliographies. Departing from the method of all encyclopedias, where bibliographies are presented at the end of articles, the World Book editors allotted a special section to a bibliography in volume eighteen under which books for supplementary reading may be found under an alphabetical and topical arrangement in line with the subject treatment in the Encyclopedia. This method is a great time saver.

Reluctantly we are obliged to conclude the review with a serious criticism of the World Book. Before 1929 this encyclopedia was published under the name of WORLD BOOK and was then primarily designed for students of elementary and secondary schools. Since 1929 the name was changed to the WORLD BOOK ENCYCLOPEDIA and widened in scope to embrace all classes of readers, young and adult and old. Unfortunately in its widened scope it falls below the mark. In perusing the pages of the World Book Encyclopedia one is led to think that he lives in the idyllic era as envisioned by Professor Carver at the height of prosperity—an era free from class war, strikes, lockouts, unemployment, and poverty. To strikes and lockouts only a few lines are given, while other leading works devote pages to the same subject. Unemployment, which has actually dislocated the economic machine of the world and thrown from 60 to 70 million men and women out of employment, of which over 13 million alone were found in the United States in March, 1933, receives only a few paragraphs. Technological unemployment, the world-wide labor unrest, the measures advocated or taken by the nations in grappling with them, are barely mentioned. Twenty-five lines are devoted to the injunction in the United States, a few more lines to trade union and labor organizations, and the American Federation of Labor is passed off with merely five

lines. In a word while the World Book Encyclopedia is fully up to the mark in its treatment of geography, history, contemporary achievements in the field of all sciences, it falls far behind the other leading encyclopedias in its treatment of economics, sociology, industrial and labor problems. Particularly regretful is the editors' indifference to the problems of the present depression, which have held mankind in their grip for the past four years. Unless the editors are prepared to overcome these serious shortcomings in the next edition of the World Book Encyclopedia, I am afraid the World Book will never commend itself to the attention of the student whose mind reaches out beyond the classroom atmosphere.

MICHAEL B. SCHELER.

THE MODERN WORLD: A PAGEANT OF TODAY. By H. C. Knapp-Fisher. Dutton & Co. \$2.50.

Mr. Knapp-Fisher in his final note to the 50 chapters of his book confesses, "In this book we have darted over the modern world, rather like mice, looking here at one thing and there at another thing. We have stayed perhaps too long in one land, not long enough in another; though we have, I hope, gained some idea of the variety of peoples and lands and work in the world." Not every author so correctly appraises his own effort. The reviewer feels that to stay for the first 22 chapters in the British Empire, with five for the United States, three for the League of Nations, and a single chapter each for most of the other countries, is not a well proportioned visit.

Then, too, the modern world is in such violent flux that already the descriptions are out of date. For example, Premier Ramsay MacDonald, that pathetic apostate to everything he has tried to build during his lifetime, is referred to as the head of the British Labor movement; the glowing description of Socialist Vienna, building up out of her misery and despair sunlit, flower-bedecked apartment houses for workers, now only provokes tragic memories.

Mr. Knapp-Fisher, to his credit, abandons completely the old nationalist corridor view of history. He writes with an engaging freshness throughout, despite the astonishing amount of information conveyed in his survey of the world. He is gravely alarmed about the drift to war and the piling up of armaments; he champions free intercourse of peoples in

the present and autarchic world. But he remains a liberal with roseate views of the functions of government supposedly looking after the whole community. Without a trace of cynicism he describes the British Empire as a "civilization club." The labor movement, according to his view, is out merely to remedy the inequality of wealth distribution and introduce public ownership. Such ideas as the exploitation of the workers and the ensuing class struggle* are another language to him. Yet he tries so hard to be impartial and he has superficial praise for Mussolini, Hitler, and Stalin! He ignores the economic penetration of Canada by United States interests; he glosses over the brigandage of the great powers in seizing and retaining the ports of China, and his picture of Japan anxious about what her unruly neighbor, China, may do seems in variance with the facts. Perhaps a desire not to offend American readers rules out in the description of the Panama Canal any reference to the way in which the needed area on the isthmus was taken from Columbia by big stick methods. There is the same evasion of reality when Mr. Knapp-Fisher (p. 202), explaining the rise of the United States to riches and power, remarks: "For riches do not come to men if they do not toil, if they are not wise and clever and patient." Before he writes again our author should take a reading course in such books as *The House of Morgan* by Lewis Corey, *Mellon's Millions* by Harvey O'Connor, and *The Robber Barons* by Matthew Josephson.

Despite such faults, this book in the hands of an informed teacher will serve as a useful text in world citizenship and economic geography. In times when the new mental Ice Age of reaction and nationalism encroaches, even imperfect contributions to world-mindedness must be utilized.

MARK STARR.

THE NEW INTERNATIONAL YEAR BOOK, 1932. Funk & Wagnalls Company, New York, N. Y. 548 pp.

The New International Year Book is veritably the finest compendium of the world's progress in all fields of human endeavor published in the English tongue. It is edited by the world renowned lexicographer and editor of the "Funk & Wagnalls New Standard Dictionary of the English

language," Dr. Frank H. Vizetelly—a name which has come to stand for scrupulous authenticity. While the Year Book is issued as a supplement to The New International Encyclopedia—which, by the way, has been taken over by Funk and Wagnalls Company and is now edited by Dr. Vizetelly—it is wholly an independent work and constitutes an invaluable record of human history, from year to year, and as such will be highly prized by owners and non-owners of the New International Encyclopedia alike.

In topical treatment the Year Book follows the alphabetical order as found in the New International Encyclopedia and all other distinguished encyclopedias, and its articles are written by the same experts and authorities who write for *The New International Encyclopedia*, men and women who have few compeers in their respective fields of endeavor. The Year Book is profusely illustrated and contains a valuable selection of the latest maps produced by the well known map makers, Rand, McNally & Company.

The outstanding events of the year 1932 are exhaustively treated, well documented, and supplied with up-to-date and interesting bibliographies. Thus in the national field, the American banking crisis receives four and a half double-column pages of treatment, with tables and statistics showing the status of the banks in 1932. Full seven pages are devoted to a general review of the financial conditions of the United States. In the international field we find the same painstaking treatment. Thus France receives nearly 8 pages; Germany, 8 pages; Russia, nearly 6 pages; Italy, 4½ pages; Japan, 6 pages. All the changes and advances in all fields of human cognition: economics, sociology, psychology, criminology, all branches of science, etc., are authentically recorded. The benefactors of mankind are by no means neglected. There are hundreds of photographs of well known men and women who have distinguished themselves in one field or another, with comprehensive biographical sketches. On the negative side of the human medal, war, disease, militarism, unemployment, strikes, etc., receive their appropriate space, documented with the latest charts, statistics, and illustrations. In a word, those who are fortunate to enrich their libraries with the annual volumes of the International Year Book are intelligently apprised of

"history in the making" . . . I hope a slight suggestion will not mar this review of this important work. I hope the publishers will bind the 1933 edition of the International Year Book in a more durable binding. For constant use, as the Year Book is certainly designed to be, the present binding is too fragile.

MICHAEL B. SCHELER.

* * *

INTERNATIONAL BOOK OF NAMES.
C. O. Sylvester Mawson, Litt.D.,
Ph.D. Thomas Y. Crowell Com-
pany, New York, N. Y. 308 pp.
\$2.

Here is something new on the literary firmament, and a work every member of the intelligentsia, particularly the one preoccupied with "words" as a means of earning a livelihood, has awaited impatiently and will welcome. The "*International Book of Names*," to quote from the inside title page, is "a dictionary of the more difficult proper names in literature, history, philosophy, religion, art, music, and other studies, together with the official form and pronunciation of the names of present-day celebrities and places throughout the world, with post-war geographical changes duly incorporated."

While, it is true, a good portion of the information incorporated in this work may be found in expensive and unabridged dictionaries or voluminous encyclopedias, no other publication, however, offers such a comprehensive list of names of important places and personages in a handy and compact volume. Above all, few editors of modern reference works have taken the pains to check up on the accuracy and pronunciations of foreign names of places and personages—past and present—as punctiliously as Mr. Mawson has done. Whenever Mr. Mawson was in doubt as to the pronunciation or spelling of a word, often in common usage, he would write to the person direct, if living, or to the nearest relative known, if dead, and thus obtain the exact method employed by the person himself or herself. In respect to doubtful geographical names, Mr. Mawson would write to the government direct or representatives of such governments whose territories embrace the city, river, mountain, or what not, and thus ascertain the correct spelling and pronunciation of doubtful names. In looking over the International Book of Names the reader will

be amazed to learn how incorrectly many of our leading reference works and encyclopedias have been pronouncing numerous names of persons, places, and events—some of which have received wide currency and are often found in leading literary periodicals.

The eventful changes brought about by the World War in the geography of the European continent and in the nomenclature of states, cities, governments, and peoples are correctly recorded in the pages of this book. Look at the pre-war and post-war maps of Russia! The effects of the World War are visible at a glance. A new name for nearly every important old landmark of vast Russia—and what a mass of new towns and governments (states) within the new Russia! Within the space of two or three years the old Czarist textbooks on geography have become as obsolete as the bow and arrow of the savage in modern warfare.

While the "*International Book of Names*" constitutes an invaluable addition to the rich American collection of reference works, it suffers from a serious weakness which, I hope, the publishers will overcome in the next edition—the omission of the first names of the important living and dead personages. To the writer and research worker the first names are as important as the surnames, and to supply this information Mr. Mawson will find it no easy task by any means. . . . For many luminaries have had several versions of their first names broadcast throughout the world. Take, for instance, the name of the great Lenin. His first name was variously given as Nicolai, Nicholas, Nikolai, and in communist literature it is presented as Vladimir Ilyitch—which is correct?

MICHAEL B. SCHELER.

Book Notes

"EDUCATION IN THE RECOVERY PROGRAM" contains 24 large pages and is a reprint from "*School Life*," official organ of the U. S. Office of Education. It lists all new Federal agencies, outlines 11 important Federal acts, the F. E. R. A. educational program, opinions of the President and Cabinet Members on education, six proposed steps of federal aid, etc. It may be obtained for 10 cents from the Superintendent of Documents, Washington, D. C.

"BOOKS OF GENERAL INTEREST FOR TODAY'S READERS" is a 60 page booklet published by American Library Assn. and American Assn. for Adult Education in cooperation with U. S. Office of Education. It is a useful catalogue of *simply written, informative, and readable* books—suitable for use in current adult education activities. 25c for single copies, 15c in lots of 10 or more. May be obtained from A. E. C. office.

THE SOUND MOTION PICTURE IN SCIENCE TEACHING. *Phillip Justin Rulon*. Harvard Studies in Education. Vol. 20. Harvard University Press. 1933. 230 pp. \$2.50.

A study of results in the use of moving pictures with student groups studying science. The book is not for the general reader, but is for the specialist who has some interest and definite knowledge in this field of education.

AMATEUR WRITING. *Davida McCaslin*. Ray Long and Richard R. Smith, Inc. New York, 1933. 351 pp. \$2.00.

A book containing many hints and valuable suggestions on direct writing and speaking for amateurs. The book is marked with common-sense suggestions, and should prove valuable to youngsters fresh out of college who are interested in literary expression.

Professor Harry A. Overstreet, long a valued member of the American Federation of Teachers, has published a new book, "*We Move in New Directions*". We clip the following pertinent comment from an exchange.

This man Overstreet, down at the College of the City of New York, must be a pretty good guy. At least he knows how to write a good book and to give it a good title. "*We Move in New Directions*" does the neatest job of summing up American history by treating it as a series of seven "Adventures" that this reader has run across. The eighth adventure, which he sees beckoning to the American people at this moment, is one which calls for the possession of a "Five-Fold Wisdom," treated in one very readable chapter, and throws out "A Challenge to Education" which he makes plain in another. Although he is less imaginative and therefore perhaps less entertaining than H. G. Wells, I like Overstreet much better on this account: I have some reasonable hopes of living long enough to see for myself whether Overstreet has correctly visioned our "New Directions," but "The Shape of Things to Come," Wells has put so far in the future that none of us will have any chance to check up on him.

George R. Staley.

News from the Field

New Locals

The followings locals, 34 in number, have been chartered since the last issue of the AMERICAN TEACHER:

Akron, Ohio.....	Local 287
Mullan, Idaho	Local 288
Mingo County, W. Va.....	Local 289
Wood County, Ohio.....	Local 290
Youngstown, Ohio.....	Local 291
Grand Forks and Walsh Counties, N. Dak.....	Local 292
Struthers, Ohio.....	Local 293
Morrow County, Ohio.....	Local 294
Pulaski County, Ark. (colored).....	Local 295
Springfield, Ohio.....	Local 296
South Franklin County, Ark.....	Local 297
Hector, Ark.....	Local 298
Dover, Ark.....	Local 299
Atkins, Ark.....	Local 300
Logan County, Ark.....	Local 301
Minot, N. Dak.....	Local 302
Grant County, Ark.....	Local 303
England, Ark.....	Local 304
Garland County, Ark.....	Local 305
Conway County, Ark.....	Local 306
Sebastian County, Ark.....	Local 307
Conway, Ark.....	Local 308
Malvern, Ark.....	Local 309
Benton, Ark.....	Local 310
Pond Creek, Ky.....	Local 311
Conway County, Ark. (colored).....	Local 312
DeValls Bluff, Ark.....	Local 313
Des Ark, Ark.....	Local 314
S. Dis. Woodruff County, Ark.....	Local 315
North Woodruff County, Ark.....	Local 316
Central Woodruff County, Ark.....	Local 317
White County, Ark.....	Local 318
Newport, Ark.....	Local 319
South Pike County, Ark.....	Local 320

These additions to the family of the American Federation of Teachers brings the number of new locals for this year at the date of going to press, May 15, to 61

The outlook for the success of a sound program for school protection was never more encouraging.

Chicago Local 3

In "An Open Letter to the Citizens of Chicago," the Federation of Women High School Teachers, Local 3, has these significant statements:

The North Central Association has just taken ten Chicago high schools off its accredited list, and warned every other high school in Chicago of lowering of its educational standards. The Association commended the teaching force for the quality of the service rendered under adverse conditions.

While the entire burden of financing the schools for this year has been shifted to the teachers and their creditors, money has been found for other purposes,

Paid through

West Park Employees.....	November, 1933
County Employees	January, 1934
City Corporate Employ's.....	February 15, 1934
Lincoln Park Employees.....	April 15, 1934
South Park Employees.....	April 15, 1934
Sanitary District	April 15, 1934
Board of Education.....	June, 1933

Since the schools of Illinois are rated 42nd in educational standard in the 48

states according to the statistics of the U. S. Office of Education, though it is seventh in per capita wealth, and since the state share of the school expenditures is now so small that it is 39th in the list of states, it is inexcusable to let this attempt (the Legislature's welter of partisan politics) to put the schools of Illinois on a sounder basis end in a fiasco.

The greatest prospect of help from the Federal Government has been a proposed amendment to the Industrial Credit Banking Act which would allow municipalities and boards of education to borrow from the government.

Are the citizens of Chicago willing to see the schools reduced in real efficiency until they close, without raising a hand?

If you are unwilling to see this tragedy occur—do these things now! As an individual or as the representative of an organization: 1. Write or wire your State representatives. 2. Write your congressman and senators and to the President to hasten the federal legislation. 3. Write to the mayor of Chicago, urging that the city corporate return to its former policy of buying warrants from the Board of Education.

Washington Local 27

To argue the need of organization among all classes of wage earners, including professional people, would be to insult your intelligence.

The New Deal recognizes the need of organized groups for organized thinking, organized expression, and organized adjustments between employers and employees.

In addition to these benefits, organized groups can do much in the way of educational research and community improvement.

Washington Teachers' Union, Local 27 of the American Federation of Teachers, has a threefold aim, economic, educational, and social.

We wish to safeguard tenure, secure best possible salaries and working conditions, best standards of supervision and teacher rating, and best possible cooperation between the administration and the teachers.

We wish to enter the world's activities beyond the class room, to participate in shaping educational aims and procedures, to help solve community problems, to help teachers in less favored communities, to assist in pupil relief, and to help create opportunities for the products of our schools.

Washington Teachers' Union, Local 27, invites membership among teachers on all levels of our schools. Financial stress, illness, retirement do not disqualify members.

We are affiliated with the American Federation of Teachers and the American Federation of Labor and with the Washington Central Labor Union.

To you, and to all members of the corps of teachers of Washington, D. C., we extend a welcome to a fellowship of mutual helpfulness and altruistic endeavor.

* * *

The above letter was sent to all eligible teachers in Washington. Its convincing appeal and recognition of the social significance of the union movement resulted in a gratifying increase in membership.

Madison Local 35

The Madison Teachers' Federation Local 35 not only believes but acts on the

principle that teachers should take an active part in the political life of the community. At the regular meeting preceding the spring election, candidates for the school board spoke, explaining their policies and programs.

At the annual luncheon Dr. Willing of the University of Wisconsin was the guest speaker. Dr. C. G. Welles, president of the Wisconsin State Federation of Teachers, and A. S. Zander, organizer for the state organization, were the other speakers.

The local continues to grow in membership and effectiveness.

Granite City, Ill., Local 38

The Granite City Federation of Teachers Local 38 feels the importance of getting members out to meetings. It believes that the Let-George-Do-It attitude is one of the causes of our present troubles, and is, therefore, trying to make the regular meetings of the local so interesting that the members cannot stay away. A speaker of reputation talks on school problems at each meeting.

The membership of the Federation has doubled the past month and a 100 per cent membership is expected before the close of the school year.

Portland Local 111

The Portland Teachers' Union Local 111 has waged a valiant and brilliant fight against the sales tax, which has increased the prestige of the union, both among the teachers and the general public. (See page 8 for report and account of press support.)

Membership is increasing and is now the largest in the history of the local.

Philadelphia Local 192

In connection with the 100th anniversary of free education in Pennsylvania, Philadelphia school teachers have arranged an elaborate celebration.

Local 192, the American Federation of Teachers sponsored a mass meeting attended by parents, teachers, and public-spirited citizens of Philadelphia. Speakers included Governor Pinchot, Professor George S. Counts of Columbia, and Dr. Jesse H. Holmes.

The meeting was held at the William Penn High School Friday night, April 13. Pertinent questions relating to the Philadelphia educational system, the tax issue and child welfare were discussed.

Grand Forks Local 205

A. F. of T. locals in North Dakota were particularly fortunate during the first of April to have with them Dr. Harold M. Groves, member of the University of Wisconsin Teachers' Union, Local 223, vice-president of A. F. of T., and nationally known tax expert. He addressed the Agricultural College at Fargo on April 3, and the Valley City State Teachers' College local on April 4th. On April 5th, he was guest of the Economics Department and of the Wisconsin Club at the University of North Dakota. In the evening, as guest of the Grand Forks Teachers' Federation, Local 205, he delivered a most thoughtful and convincing address on the "Crisis in Education," stressing the value and importance of aggressive organization of teachers affiliated with Labor.

Chattanooga-Hamilton County Local 246

The Chattanooga-Hamilton County Teachers Union, Local 246, had as its guest speaker at its annual open meeting on April 14, Miss Selma M. Borchardt, legislative representative of the American Federation of Teachers.

The Chattanooga Times reported the meeting as follows:

UNION OF TEACHERS CALLED BENEFICIAL

National Leader Says Craft Gets Proud Heritage

Miss Borchardt Says Standards Higher Where Union Strongest

The organized labor movement gives the teachers of the United States a proud heritage in service and social achievements, Miss Selma M. Borchardt, a member of the board of directors of the American Federation of Teachers, told members of the Chattanooga-Hamilton County Teachers' Union.

Miss Borchardt is a teacher in the schools of Washington, D. C., and legislative representative of the federation in the national capital. She addressed the local organization in the assembly hall of the University of Chattanooga, on "Labor's Fight for the Schools."

"I know of no group that has done more to promote good citizenship than the American Federation of Labor," Miss Borchardt declared. "No organization has a finer record in social service."

"It was the first organization in the United States to fight for abolition of child labor, compulsory school attendance, and free textbooks."

Miss Borchardt said she took pride in being a trade unionist because of her pride in craftsmanship, for which the trade union movement stands, and because she believes in working for wage standards.

"There is nothing unprofessional or undignified about working for higher wage standards for ourselves," she said. "Members of the medical profession and lawyers have tacit understandings about their fees—why shouldn't we come out in the open and fight for better salaries?"

Miss Borchardt also urged the Chattanooga and Hamilton county teachers to work for the principle of tenure of office instead of the "vicious contract system" for the teaching profession, and called on the group to join the national organized forces of labor in holding the democratic administration to its platform pledge for old age pensions. Strength for teachers as other groups lies in organization, the visitor pointed out.

"We agree with President Roosevelt that the day of rugged individualism has passed and we stand for organized collectivism," she said. "Where the union is strong, the standards are high."

Miss Borchardt included in her message a description of her travels in Europe in the interest of the organized education movement.

Toledo Local 250

The Toledo Federation of Teachers, Local 250, held its annual election at Scott High School Auditorium, April 25, at 4 P.M. Mr. William Bradford, a member

of the Nominating Committee, took charge of the balloting.

The official returns for officers were: Mr. Raymond F. Lowry, re-elected president; Mr. Harry Lamb, vice-president; Miss Catherine D. Brown, executive-secretary; Miss Catherine Clark, treasurer; Mr. George Hammersmith, secretary; chairmen of the various committees: Nominating Committee, Miss Gertrude Kinzle; Finance, Mr. Roscoe Baker; Membership, Mr. Glen Lake; PTA-Relations, Miss Jane Ensworth; Professional Standing, Miss Sylvia Butler; Records, Mr. Francis Boyle; Welfare and Social, Mrs. Winifred Nolan; Maintenance, Edward E. Packer; Organization, Mr. Carl A. Benson; Legislative, Mr. Clyde Kiker; and Research, Miss Dorothy Miller.

A general meeting was held at Scott High School, Wednesday, May 9, for the installation of the newly elected officers and the presentation of annual reports of the officers and committees.

Local 250 takes pride in announcing the location of its new home, a suite of rooms at 219 15th Street, the rapid growth of the organization having made more adequate quarters necessary.

President Lowry, an able and enthusiastic organizer, has planned a State Convention of Ohio locals of the American Federation of Teachers, which will be held at Springfield, Ohio, on May 26, to consolidate the forces in a state-wide drive for an income tax. The program will include prominent educators and labor leaders. Mrs. Florence Curtis Hanson, Secretary-Treasurer of the American Federation of Teachers, will act as chairman.

Savanna, Ill., Local 255

The Savanna Teachers Union, Local 255, participated actively in the school board election and is well pleased with the result.

Mrs. Maloney spoke on Vienna at the regular meeting, and the fraternal and social side of the organization was not neglected.

The membership is now 60 per cent of the teaching force.

Grand Rapids Local 256

Grand Rapids Local 256 was a constructive force in influencing the decision of the Board of Education to vote an additional \$500,000 in cash or scrip above a guaranteed cash minimum for teachers' salaries for 1934-35. The minimum named is the same as that of 1933-34.

Cooperating with the zealous activity of the superintendent of schools and the local teachers' club, Grand Rapids Local 256 served as a necessary and significant link between the labor representative on the Board of Education and the teachers; in its efforts, it received the whole-hearted support of officers of the Grand Rapids Trades and Labor Council.

INA M. MCNEAL.

New Bedford Local 263

The New Bedford Teachers Union, Local 263, has elected the following officers:

President, Mr. John Connors.
Vice-President, Mr. William Coonan.
Secretary, Miss Marion Colby.
Treasurer, Miss Agnes Connors.

The union is growing in membership and effectiveness daily. An open meeting to

acquaint the teachers and general public with the school situation and the union program for school protection is planned for the last of May.

North Dakota State College Local 265

Dr. Herbert C. Hanson, secretary-treasurer of Local 265, reports splendid progress in the local and the community. The meetings with Professor Groves were most successful and new members and locals are expected.

A number of committees are very actively at work, some for internal improvement of the college and some for community welfare.

Mr. E. E. Green, secretary-treasurer of the North Dakota Farmers' Union, is interested in the teachers union and a fortunate cooperative relationship has been established.

Tooele, Utah, Local 270

The Tooele County Federation of Teachers, Local 270, has dealt successfully with the Board of Education in naming the terms of contracts for the coming year. The local has secured a much better contract for the teachers than they previously have had.

It is now working on the problem of certification of teachers.

Membership is increasing. The majority of the teachers of the county are now members.

Bloomington Local 276

Bloomington Local 276 has increased its membership to 92 per cent of the teaching force of the city. Great interest and loyal support are in evidence. The local has helped to raise the salaries of the teachers not having the maximum.

The union is recognized by the Board of Education and its cooperation welcomed.

Hazelton, Pa., Local 277

The Hazelton Federation of Teachers, Local 277, is effecting a strong organization on the basis of a sound program. Committees are at work and membership is increasing. The interests of teachers on relief are being protected.

New Rochelle Local 280

The New Rochelle Federation of Teachers is working on the problems of new board members, the tax situation, and organization.

A number of open meetings of an educational nature have been held. A series of teas have been given by members for prospective members.

Salem Local 283

The Salem Teachers Union, Local 283, has had remarkable success in the few weeks since it organized. It started few in numbers but this is no longer the case. Its present accomplishments merit the support of every Salem teacher.

A committee of the Salem Trades and Labor Council at the request of the union attended the budget meeting of the school board and asked for a salary increase for the teachers for next year. They also presented a petition from the merchants of the town asking for the same.

AND THEY GOT IT.

Springfield, Ohio, Local 296

The Springfield Federation of Teachers, Local 296, is justly proud of its banner record in charter signers. It has started off with 98% of the classroom teachers of the city as charter members.

On May 26 it will act as host to the union teachers of the state at a meeting for the discussion of state and national educational problems. Distinguished educators and labor leaders will address the meeting.

Greater Cleveland Local 279

The Cleveland School Board by a unanimous vote recognized Local 279, American Federation of Teachers, affiliated with the American Federation of Labor, as the legally accredited organization to represent its members before the board.

In a statement of principles presented to the board the union said:

"The present salary schedule adopted in 1920 has worked well and has been unusually satisfactory and should be maintained."

This cooperative note was carried even further in another section of the statement, which asserted that the union agreed with some members of the school board that teachers should receive the same treatment as bondholders. This clause followed one pointing out that about a million dollars had been diverted from the city's operating fund for debt service.

The statement ended with a plea for Federal aid for education.

"The failure of banks and railroads can only be described as a catastrophe," the clause said. "There are no words to depict the hopelessness of our people were the schools to collapse."

Organization in Florida

Homer J. Odell, Duval County Local 254, and Miss Bernice McRae, Baker County Local 262, were delegates from their respective locals to the Florida State Federation of Labor convention in Miami the week of April 9. For the first time teachers were seated as delegates in a Florida labor assembly. It was regarded as an important occasion by both labor and teachers.

Resolutions supporting the teachers' efforts for a teacher tenure bill and teachers' pension laws were adopted.

The convention gave its unanimous endorsement to a teacher program seeking \$7,500,000 from the next Legislature for schools.

The high light of the convention, however, which had state wide press notice, both news and editorial comment, was the recommendation of the education committee for the appointment of a permanent committee with members in each of the organized cities to assist in the organizing of A. F. T. locals.

The following A.P. dispatch is typical of the dozens of news stories published:

LABOR BODY FAVORS UNIONIZING TEACHERS

Miami, April 11. (AP).—Florida's State Federation of Labor closed its thirty-fourth annual convention here today with definite plans drafted for missionary work toward the unionization of 8500 school teachers in the State.

Committees are to be selected from local labor groups to wage an intensive campaign to gain affiliation of the teachers with the American Federation of Teachers.

The Florida locals and the American Federation of Teachers are happy and hopeful over this action. The work has already begun and results are in evidence.

Stern Signs Agreement with Newspaper Guild

Philadelphia Record Editorial Employees Win Closed Shop and 40-Hour Week

J. David Stern, publisher of the Philadelphia Record, and also the New York Evening Post, signed a collective bargaining contract with the Newspaper Guild of Philadelphia and Camden, N. J. It is said to be the first contract to be negotiated between a newspaper publisher and a local unit of the Guild.

The contract provides for recognition of the guild, a closed shop with a check-off of guild dues, a five-day, forty-hour week for all editorial employees earning less than \$4,500 a year; two weeks' annual vacation with pay, increased educational standards for copy boys and apprentice reporters, dismissal notices ranging from two weeks after six months' employment to three months after nine years; a scale of wage minimums for the lower paid brackets; restoration of a 10 per cent wage reduction sixty days after payment of the next regular dividend; establishment of a wage scale committee and an arbitration board, and provision for sickness and accident disability.

Expressing the hope that eventually the minimum pay for editorial workers in newspaper offices would be \$5,000 a year, Mr. Stern said the signing of the contract "will raise the dignity of the profession of journalism."

Extension of Physical Education in Schools Urged as Check to Juvenile Crime

Giving ill health as a cause of juvenile delinquency, Miss Henrietta Additon, Deputy Police Commissioner, urged an extension of health education in public schools and in the community to prevent crime.

Miss Additon, speaking to the Associations of Men and Women Teachers of Health Education in High Schools, told the gathering of 400 members their work was an important adjunct to the Police Department in correcting crime. She said police authorities regarded health as a predominant factor in juvenile delinquency.

"We have found a sickly lot among those boys and girls who appear in the juvenile line-up at police headquarters each day," Miss Additon

said. "None ever partook of athletic activities; they know no games or sports; they know nothing about rhythm, such as is taught in dancing classes in the schools."

Miss Additon told of experiments made by a surgeon who had reached the conclusion that the removal of an appendix often acted as a crime preventive, and said her department had tested the theory and found it workable. A small boy, charged with stealing, she said, complained of a pain in the side, and when his appendix was removed "he actually did stop stealing."

Miss Additon said crime prevention among juveniles would be aided if the attention of the schools and social agencies were focused more on health conditions of youth. A community wide movement in health education, she said, would reduce juvenile delinquency, as infant mortality has been decreased by health education.

—New York Times.

Who's Who in this Issue

James C. Adell, teacher of science, John Hay High School, Cleveland, and organizer Greater Cleveland Local 279.

Myrtle Heard Higley, Ph.B., University of Chicago, formerly head of the Social Science Department, East High School, Youngstown, Ohio.

Arnold Levitas, teacher, Industrial High Schools, New York City, member, New York Local 24.

Henry Craig Seasholes, teacher, John Adams High School, Cleveland; member, Cleveland Local 279.

Freeland G. Stecker, teacher, Lane Technical High School; treasurer, Chicago Men Teachers Union Local 2; former secretary-treasurer, A. F. of T.

DELEGATES

A. F. T. CONVENTION

Chicago, Illinois

June 25-29

For transportation information and hotel reservations

Apply to the National Office
AMERICAN FEDERATION OF
TEACHERS

506 South Wabash Avenue
Chicago, Illinois

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American Federation of Teachers

WBBM—870 kc.—Tuesdays, 8:55 a.m.

Men Teachers Union of Chicago

WCFL—970 kc.—Mondays, Tuesdays,
Wednesdays, 9:45 p.m.

Thursdays, Fridays, Saturdays, 4:30 p.m.

KYW—1020 kc.—Wednesdays, 5:00 p.m.
Saturdays, 10:45 a.m.

Federation of Women High School Teachers

WCFL—970 kc.—Saturdays, 9:45 p.m.

—o—

The programs over WCFL can be heard anywhere in the WORLD by tuning in on WX9AA, 6080 kc., the short wave station operated in connection with WCFL.

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